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ABSTRACT

Proceedings are presented for the annual meetings of the Community College Humanities Association (CCHA), along with lists of association members, endowment fund contributors, and the CCHA constitution. First, "We Are What We Write," by Henry Wendt, is presented. Wendt provides a corporate perspective on the importance of writing in the workplace, the causes in the degeneration of the ability to communicate well, and samples of programs that have been developed to address the literacy problem. The next sections contain the proceedings of the annual meetings of CCHA's Central, Eastern, Pacific-Western, Southern, and Southwestern Divisions, including the presidents' reports and minutes of business meetings. In addition, the proceedings of the Board of Directors meeting, a citation of appreciation, a report by the Executive Director, a financial statement, and reports of standing committees are presented. The final sections offer the Humanities Policy Statement of the American Association of Community and Junior Colleges, the CCHA calendar and bulletin of upcoming events, the contributors and membership lists, the CCHA constitution, and lists of standing committee members and board members. (AYC)

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PROCEEDINGS

of the

COMMUNITY COLLEGE HUMANITIES ASSOCIATION

Number 7

1985-1986

JC 860 391

Proceedings of the Annual Meetings, Membership List, Endowment Fund Contributors, and Constitution

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Editors

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Proceedings of the
Community College Humanities Association

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Tradition and Innovation: The Condition of the Humanities at Community Colleges

CCHA National Conference
San Francisco, California
November 20-22, 1986

(Registrations forms follow page 60)

TRADITION AND INNOVATION: THE CONDITION OF THE HUMANITIES AT COMMUNITY COLLEGES

CCHA National Conference

November 20-22, 1986

San Francisco, California

FEATURED SPEAKERS	Robert Bellah, co-author of *Habits of the Heart* Catharine Stimpson, speaking on "Who's Afraid of Cultural Literacy?" Steven Zwerling, editor of *The Community College and Its Critics* (fall 1986)
MINI-THEMES (2 or 3 panels)	Honors programs at community colleges Administering humanities programs Developmental studies and the humanities Interdisciplinary humanities courses Humanities faculty development Occupational education and the humanities
SPECIAL FEATURES	Responses to Steven Zwerling's keynote address by Judith Eaton, president, Community College of Philadelphia Clifford Peterson, president, Quinsigamond Community College Joshua Smith, chancellor, California Community Colleges followed by a roundtable discussion Promoting the Humanities, a special panel including national and state representatives of the humanities "Fruits of Our Labors," a report on the 1985 CCHA literary criticism institute

Panels on Central American Poetry, Women's Studies Project, Bicentennial of the U. S. Constitution, Critical Thinking, Two-Year College Presidents on the Humanities, Writing Across the Curriculum, Exemplary Humanities Projects,

Exhibit hall

COSTS

$80 registration for current 1986-87 CCHA members

$95 registration and renewal of CCHA dues

$95 registration and non-member fee

$15 extra luncheon tickets

Registration fees include two luncheons, program, abstracts, refreshments, and all sessions.

$80 Sir Francis Drake hotel room for one or two

DEADLINES

October 19 deadline for guaranteed hotel rates

October 20 advance (30-day) purchase for super-saver air fares

November 17 deadline for cancellation of CCHA registration with full refund

FURTHER INFORMATION

CCHA National Conference
Prof. Don Porter
Department of Humanities
College of San Mateo
1700 W. Hillsdale Boulevard
San Mateo, CA 94402
(415) 574-6496; call
after September 15

CCHA National Conference
Community College
Humanities Association
c/o Community College
of Philadelphia
1700 Spring Garden Street
Philadelphia, PA 19130
(215) 751-8860; 751-0002

PROCEEDINGS OF THE

COMMUNITY COLLEGE HUMANITIES ASSOCIATION

1985-1986 No. 7

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COMMUNITY COLLEGE HUMANITIES ASSOCIATION

Founded 1979

The Community College Humanities Association is a nonprofit organization devoted to promoting the teaching and learning of the humanities in community and two-year colleges.

The Association's purposes are:

- To advance the cause of the humanities in community colleges through its own activities and in cooperation with other institutions and groups involved in higher education;
- To provide a regular forum for the exchange of ideas on significant issues in the humanities in higher education;
- To encourage and support the professional work of teachers in the humanities;
- To sponsor conferences and institutes to provide opportunities for faculty development;
- To promote the discussion of issues of concern to humanists and to disseminate information about the Association's activities through its publications.

The Association's publications include:

- ***The Community College Humanities Review***, a journal for the discussion of substantive issues in the humanistic disciplines and in the humanities in higher education;
- ***The Community College Humanist***, a tri-annual newsletter;
- ***Proceedings of the Community College Humanities Association;***
- **Studies and reports** devoted to practical concerns of the teaching profession.

We Are What We Write

Henry Wendt

The following address was given by the chief executive officer of a major corporation. Although it was directed to high school teachers, the emphases on the humanities and on writing apply equally to community college faculty. Wendt studied history as an undergraduate and is now chief executive officer and president of SmithKline Beckman. When he joined the company he had to take the company writing program. Wendt addressed Philadelphia teachers in the Writing Across the Curriculum project at the June 1985 PATHS writing conference at Bryn Mawr College. Reprinted, by permission, from the PATHS newsletter Philadelphia Humanities.--ed.

I'm pleased to have been asked to speak about a subject that I'm much interested in--the proper use of the written word. The Philadelphia Alliance for Teaching Humanities in the Schools (PATHS) is an excellent and truly creative program, and it can make an enormous contribution to the education of our young people. So on behalf of those of us in business who know that without a humane society there can be no business--I say "thank you." You are in the vanguard of those who care about education. More than that, you are in the vanguard of those who are doing something constructive about education. And you deserve the support and respect of us all.

My subject is writing; more specifically, it is the importance of writing in the workplace. Writing skills depend upon literacy. The state of literacy in the United States, however, is not enviable. Here are a few of the facts, and they are not reassuring: Sixty million American adults--one-third of our adult population--cannot read a daily paper, a book, a welfare form, the Bill of Rights, a housing lease, or the antidote instructions on a bottle of household cleanser. Among 138 United Nations members, the United States ranks 49th in literacy levels and 24th in the number of books produced. With 40 percent of recent military recruits reading between fourth- and eighth-grade levels, a five-page comic book is needed to provide instructions on how to release the hood of a jeep.

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Sixty percent of the nation's prison inmates and 85 percent of juveniles who come before the courts can't read. One million teenagers read at third-grade level or below. And a final summation of this horror story: The number of illiterate adults in the United States exceeds by 7 million the entire votes cast for the winner in the 1984 election.

Those facts come from a new book that is creating a furor in academic circles, as you might well imagine. It is called Illiterate America, published by Doubleday, and authored by Jonathan Kozol. I don't know the author and I don't vouch for his accuracy. But other sources have estimated that illiteracy costs 225 billion dollars as a result of lost tax returns, incompetent job performance, remedial education in business and the military, welfare payments, and criminal activity.

In the face of facts like these, it's hardly a wonder that good writing--whether in business or elsewhere--is becoming an increasingly rare commodity in America. Business is heavily infected, not so much with illiteracy, as with flabby writing. In one recent study, 218 business executives were asked what they thought was the most neglected skill in the world of business. Seventy-nine percent of these women and men replied: "The ability to write." Forty-four percent of those surveyed said their major personal objective is to write more clearly and in a more organized way.

Asked why they felt that writing better was important to them, 43 percent said it would increase their personal productivity; 49 percent said better writing would advance their careers. It's interesting that more than 50 percent of these men and women executives rated their own writing skills as fair to poor, which shows that they viewed themselves pretty objectively.

I know that many of you here today teach writing. Better than anyone, you know that writing skills in the schools are also in need of repair. Albert Joseph, president of the International Writing Institute of Cleveland, says that teachers often express themselves poorly in writing. Mr. Joseph has created an audio-visual program--"Put It in Writing"--that is the most widely used writing course in the English-speaking world. He believes that most English teachers don't want to teach composition. He says they are basically literature experts because the courses they take to become English teachers are about literature, not about teaching English. Composition is considered the lowest job in most English departments. (Of course, we need literature; but it's pretty tough to read Shakespeare if you can't read a newspaper.) So we all know--and this audience especially--that something is wrong.

Many Americans, whether in business or in secondary schools or

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institutions of higher learning, and most certainly in government, simply can't communicate well with the written word. And many are equally unable to speak clearly and convincingly. What has gone wrong? Why have we become a tongue-tied country? What is the cause of this national linguistic and literary paralysis?

We've all heard answers to those questions. Some say it's because English is taught poorly in the public schools (although I know that young people who attend private schools suffer from the same limitation) . . . or it's the result of poor home environments . . . or it's because young people watch television instead of reading. The analyses of the cause are legion. And there is probably some truth in all of them.

But there may be a more fundamental cause. An early Buddhist text says that "all that we are is the result of what we have thought." And this might be paraphrased to say, "We are what we write." Regrettably, a great many people seem not to have thought enough to have become anyone who has something of importance to say. They have not had enough experience with thinking. And not being skilled at thinking, they have difficulty writing. Moreover, the content of what they think is very limited. As Emerson put it, "All of the thoughts of a turtle are turtle."

And so we must add more content, more richness, to our thinking. That is a principal reason why the broader education of ourselves, that education to which we attach the term "humanities," has so much to recommend it. But unfortunately we have managed to raise a generation of nonthinkers. We have raised that generation by depriving them--with a certain deliberate intention, I believe--of most of the culture of the past. Instead of Shakespeare, we have given them drivers training programs, courses in Dungeons and Dragons and lessons on the care and feeding of parakeets. Instead of Latin and Greek, we have taught them how to make pizzas. I am exaggerating, of course, but not by much. We are now reaping the rewards of about a quarter of a century of bizarre curricula, in our secondary schools as well as in our colleges and universities.

In January of this year, U.S. News & World Report announced the outcome of a study in which this problem was posed to 9-year-olds: Jason bought three boxes of pencils. What else do you need to know to find out how many pencils he bought? Only 35 percent of the youngsters in the test group realized they had to determine how many pencils were in each box. We have become aware, at long last, that the ability to think is important . . . and has not been especially cultivated in our schools. So now in many school districts throughout the country, we are seeing a return to the basics, a return to the humanities--the things that make us think. It's a reaction, of course. But not all reactions are reactionary. Some are reflexes from a threat of dis-

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aster if we do not mend our ways.

And why are the humanities important? Certainly not because they are antique or revered. Not solely because we studied them when we were in school. Not because the Founding Fathers of this nation were as familiar with them as young people today may be with the lyrics of Madonna. I suggest that the humanities are important because they stretch the mind, for one thing. Mind stretching, like body stretching, is a healthful entertainment that rewards us with greater flexibility. Besides which, it enlarges our vision. As William Blake said, "A fool sees not the same tree as a wise man sees." It might be said, I believe, that learning Latin or Greek can be just as bracing to the ego as acquiring the knack for break dancing. But that idea has to be sold to students; they'll never believe it until they try it.

A second reason for the humanities is their content. We need to know about the past in order to function better in the present. We need to know other languages in order to perfect the one we grew up with. We need to know about myths, about different philosophies, about other religions, about other people and their customs, thoughts, feelings, ambitions, trials, and fears.

A third reason--perhaps the best reason--for the humanities is that learning in and of itself is maturing. It gives us that quality of humanity without which we are not fully ripe. There is a Hindu saying that a person who has learned little grows old like an ox; the flesh grows, but not knowledge or wisdom. And so the humanities, as they enrich the mind, enlarge our capacity for understanding. They give us increased respect for ourselves and others. Those assets are important to the quality of our lives.

I suppose I need hardly tell you at this point that I have a slight bias in favor of the humanities. My own education was chiefly the study of history. And you can see what it has done to me. I run a business. Which brings me to the importance of writing in the workplace. I can best illustrate the need--and the opportunities--with a true case history. In 1973, Marty Sualensos gave up his three-year pursuit of a Ph.D. in philosophy to become a technical writer at Wang Laboratories, a computer manufacturer near Boston. At the time, he was only the third person hired by the company to write the instruction manuals for the machines. Today that group of three at Wang has grown into a division of 60 writers and 25 editors. Along with 30 others who prepare special training books, and more than a dozen who translate all the publications into foreign languages, the whole division resembles a class of fine arts majors that has wandered into a lecture on advanced particle physics.

The situation at Wang is far from unique. In an age of increasing specialization, writers are probably the only such generalists still in demand by high-technology companies. What

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they bring to these companies is perspective, an ability to express what the layman needs to know to operate computers and darkroom equipment, sophisticated telephone systems, and precision instruments. Prospects for writers in high-technology industry are bright and will certainly remain bright for at least the next decade, with the best writers commanding salaries commensurate with those of engineers.

That's the job opportunity side of the question. The other side is this: There is absolutely no doubt that self-expression, spoken and written, plays an enormous role in one's success or lack of success in any business, technical or otherwise. It's estimated that 60 percent of the time of managers is spent in reading and writing; 50 percent of the time of professionals or technical people in business is spent in the same way. A study in one large and highly successful U.S. company showed that the reading time of its executive staff was estimated, when cost accounted, at roughly four and a half million dollars. If this figure could be lowered by 10 or 20 percent by better writing and therefore easier reading, the savings would obviously be substantial. So whether viewed from the standpoint of those seeking opportunities in the business world or from the point of view of increased productivity, good writing, clear writing, writing that communicates, is obviously a highly desirable goal.

I'm afraid I've painted a somewhat garish portrait today of the literacy problem confronting American education. But I'll conclude by softening the contours of that picture a little. The problem has been recognized, as you well know. Some very thoughtful things are being done about it. Here are a few examples:

-The Association of American Medical Colleges has developed a medical essay examination that may become part of the Medical School Admissions test during 1985.

-Many colleges and universities have introduced remedial writing courses for students. One pioneering example is Bard College in New York State; another is the City University of New York. The latter has dug into the problem rather extensively.

-More than 4,000 schools have adopted the Philosophy for Children Program designed to stimulate students to discuss complex issues.

-A recent survey by the American Federation of Teachers found that six states have passed laws mandating instruction in critical thinking and several others are considering such legislation.

-In Pittsburgh, educators have new courses to help students in grades 3 through 12 to strengthen their abilities to interpret and evaluate information.

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-And of course the PATHS Writing Across the Curriculum program is an especially notable example of the kind of remedy I believe is necessary. I am delighted with what I have learned about what you are doing, and I encourage you to plunge ahead with this program.

The problem is not beyond solution. And you are part of that solution. SmithKline Beckman and other corporate foundations and companies are behind you and are supporting PATHS financially.

We are doing so because those of us in business know that the humanities--and writing in particular--have an essential role to play in business and are at the heart of participatory democracy. I quite truthfully cannot think of anything in education that is more important to the future of America.

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Proceedings of the Annual Meetings

DIVISIONAL MEETINGS

Proceedings of the Central Division Meeting

Friday and Saturday, October 4-5, 1985
Loop College, Chicago, Illinois

The 1985 annual meeting of the Central Division of the Community College Humanities Association focused on the theme, "Making the Humanities Work." The meeting featured an opening workshop on "Interdisciplinary Teaching and Learning Strategies," presentations on "Teaching for Critical and Cultural Literacy," a challenging keynote address, "The Future of the Humanities' Past," by Jonathan Z. Smith of the University of Chicago, and numerous theme-related programs by participants from Central Division community colleges.

Thomas Roby, professor of Philosophy and Humanities at Kennedy-King College, (IL) and James Quinn, professor of Humanities and Music at Loop College (IL), led the opening workshop on interdisciplinary teaching and learning strategies. Dr. Roby demonstrated a series of discussion techniques for promoting subject matter learning and critical reflection. Dr. Quinn discussed approaches to teaching a one-semester interdisciplinary course in the arts.

The Friday afternoon general session, "Teaching for Critical and Cultural Literacy," featured presentations by Donna Ogle, director of the Graduate Reading and Language Arts Program at Foster McGraw Graduate School, National College of Education (IL), and Richard E. Bailey, who teaches English at Henry Ford Community College (MI). The two speakers advocated contrasting methods for helping students develop their abilities to read and respond to texts.

Professor Jonathan Smith's keynote address criticized the traditional definition of the humanities as epitomized in "To Reclaim a Legacy," and suggested new ways of conceiving the humanities

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within the context of the emerging "new liberal arts." Dr. Smith's list of academic credentials is indeed impressive (he is currently the Robert O. Anderson Distinguished Service Professor in the Humanities at the University of Chicago); equally impressive, however, to his CCHA audience is his obvious commitment to introductory-level humanities courses.

"Making the humanities work" through establishing links between college and community was the focus of three presentors: Marjorie Thompson (Sinclair Community College), Stephen Curtis (St. Louis Community College at Forest Park), and Beatrice Clupper (Des Moines Area Community College, Boone Campus). The theme of making humanities work was linked to the teaching of the basic English composition course by three presentors from Waukesah County Technical Institute (WI): Linda O'Connor, Charles Albrecht, and Richard Uspel. Three participants from the 1984 CCHA history institute--Sandra Loman (Madison, WI), Peter Jaynes (Iowa Wesleyan), and Steve Curry (New York University)--explained how the new social history can help make the humanities work for students in introductory history courses.

"Making the humanities work" can also mean taking advantage of computer technology. Alan J. Peterson, North Dakota State School of Science, described one such approach in "Computer Assisted Composition for the Technical Division Student," and Robert Hlavin of Triton College explained another in "The Word Processor and the Student's Humanities Paper."

A faculty-administration group from Kirkwood Community College (IA) contended that making the humanities work happens best through a process of faculty revitalization. Terry Moran, Mary Jane Leary, Jack Wortman, and Rhonda Kekke described the history and continuing development of the Kirkwood humanities project, "Strengthening Core Through Faculty Development."

Finally, making the humanities work sometimes requires the breaking of new ground, as evidenced by three presentations on "New Approaches to the Humanities." Erwin C. Cornelius, director of the Association of Community Colleges, McHenry County College (IL), told how to create successful travel-study programs; Paul A. Sukys, North Central Technical College (OH), discussed "The Imagemaker in Matrixland or How to Establish a Literature Course in a Community College"; M. J. Abhishaker, coordinator of Interdisciplinary Studies at Normandale Community College and lecturer in English at the University of Minnesota, advanced "A 'Unified Field Theory' of Interdisciplinary Studies: Motive, Method and Models."

The City College of Chicago, of course, shares the credit for making the 1985 Central Division CCHA meeting work very well, indeed.

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Respectfully submitted

RHONDA KEKKE
Secretary

President's Report
Central Division

The sixth annual meeting of the Central Division of CCHA was held at Loop College in Chicago October 4-5, 1985. Faculty and administrators from 25 schools in nine states took part in the program. The Division's meeting was preceded by a workshop on "Interdisciplinary Teaching and Learning Strategies," which proved to be one of the highlights of the weekend. The most memorable occasion was the keynote address by Dr. Jonathan Z. Smith on "The Future of the Humanities' Past," which has been described as "brilliant," "challenging," and "impressive." Because of a grant from the Illinois Humanities Council, the program emphasis was towards the theoretical problem of reconceiving the nature of the humanities.

The theme for the 1985 meeting, "Making the Humanities Work," focused on sessions which examined college-community linkages, computer uses in the humanities, faculty revitalization, and new approaches to the humanities. Conference evaluation scores were the highest received in some time. The Executive Committee believes this was one of the Central Division's strongest programs.

Special thanks must be given to the individuals who worked to make this meeting a success. Robert Jacot, Triton College (IL) took on both the duties of program planning chairman and director of the Illinois Humanities Council grant. Donald Sanborn, Loop College (IL) effectively handled the essential work of local arrangements chairman. Loop College administrators were supportive and came to welcome conference participants.

Following this year's conference, letters were sent to all presentors, moderators, and members of the Executive Committee expressing our appreciation for their efforts.

Despite a very well planned and executed meeting only 55 participants registered. Our objective of moving to the downtown of a major city to attract a greater number of participants was not achieved. Lack of membership and attendance at meetings continues to be the major concern for the Central Division. Several efforts have been made to attract members, including a personal

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mailing to all community college humanists in the Chicago area prior to the 1985 meeting. It is clear that additional emphasis must be placed on marketing the organization.

Respectfully submitted,

EVELYN SHIELDS
President
Central Division

Minutes of the Central Division Business Meeting
October 4-5, 1985
Chicago, Illinois

Evelyn Shields, Central Division president, called the meeting to order. As chair, she extended a welcome to CCHA Executive Director Jim Megginson, and thanked Don Sanborn, local arrangements chair, and Bob Jacot, program chair, for their help in planning the meeting. The chair acknowledged the support given by the Illinois Council for the Humanities, and asked all conference participants to complete and hand in the evaluation report requested by ICH.

The first item of business was the confirmation of Anne Rassweiler as vice-chair of the Board of the CCHA. The chair explained the composition of the Board of Directors, and provided a brief outline of Ms. Rassweiler's background. Thomas Roby moved to confirm Ms. Rassweiler; Sandra Loman seconded; the motion passed unanimously.

The second item of business was the nomination of Diane Eisenberg for one of the non-community college positions on the CCHA Board. The chair described Ms. Eisenberg's credentials. Motion to confirm Ms. Eisenberg was made by Richard Bernardi; seconded by Kathryn McKay; motion carried.

A report on the CCHA Endowment Committee's effort to match a Challenge Grant from the NEH was given and discussed by the group. Ted Finkleston, the Central Division's representative on the Endowment Committee, was not present, but Ms. Shields conveyed his request that each CCHA member pledge $25 per year under the Challenge Grant. Individuals and institutions can contribute, and an effort will be made to seek corporation and/or foundation support. Jim Megginson explained the history of the Challenge Grant, pointed out that its purpose is the long-range security of the CCHA, and mentioned some of the services provided by CCHA. Richard Bernardi added that very little of CCHA's

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budget is directed at administrative costs; that CCHA has rapidly gained recognition as the voice of community college humanities; and that its role as an affiliated council of the AACJC can only benefit people who are working in two-year institutions. Bernardi explained that the Mellon Foundation has given $25,000 to CCHA; if that support were to end, CCHA would need a continuing financial base of its own. Achieving a total principal of $100,000 (the goal of the Challenge Grant) would yield approximately $15,000 a year for independent operation.

Discussion of funding at the national level led to an expression of concern about the costs of annual meetings. Ms. Shields pointed out that registration expenses in the Central Division are lower than those in any other division. Several members commented that they hoped costs would be kept as low as possible in order to allow as much attendance as possible. Various kinds of non-monetary compensation might help make attendance at annual meetings worthwhile.

Past President Richard Bernardi conducted the election of a new Central Division president for a term of two years. Evelyn Shields was elected by acclamation following the withdrawal of their nominations by Mr. Sanborn and Mr. Sessions.

Ms. Shields called for volunteers to join the Executive Committee, stressing the desirability of geographic balance in the group.

Rhonda Kekke reported on the June, 1985 AACJC Roundtable on the Study of Humanities in Community, Technical, and Junior Colleges, and asked for questions and comments on the Draft Toward an AACJC Policy Statement on the Study of the Humanities in Community, Technical and Junior Colleges. Kathryn McKay moved, and Tom Sears seconded, that the Central Division endorse the document. Don Sanborn moved, Tom Stark seconding, that we recommend deletion of Item 9 and addition of the phrase "on a basis of mutual respect and equality" following "together" in Item 13. Tom Stark proposed a friendly amendment to the main motion, Rich Bailey seconding, that the document be specifically identified in the resolution, ". . . that the Central Division endorse the October 1, 1985 'Draft Toward an AACJC Policy Statement on the Study of the Humanities in Community, Technical and Junior Colleges,' and support its submission to the AACJC Board." The friendly amendment was accepted by Ms. McKay and Mr. Sears. The amendment by Sanborn/Stark was passed unanimously, and the motion was carried.

As a result of concerns emerging from the above discussion, Tom Stark moved, Don Sanborn seconding, that President Evelyn Shields draft a letter to Don Schmeltekopf, in consultation with Stark/Sanborn, to the following effect:

1. including a copy of the minutes of the Central Division's

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meeting;

2. stating concern about the potential uses of the AACJC document, particularly Item 9;

3. expressing hope that AACJC will attempt to increase faculty participation in decisions affecting community college education; and

4. supporting the current efforts of AACJC to strengthen humanities education in two-year institutions.

The motion passed.

Ms. Shields announced that a national CCHA meeting will be held in San Francisco, California, on November 20-22, 1986. The conference will initiate a new pattern, with national meetings to be held every third year and revolving among the geographic areas represented by the divisions. Each division will hold business meetings during the national meeting, and the 1986 meeting will devote approximately 70% of its program to outstanding presentations which have been made at regional division meetings. Tom Roby moved, Tom Stark seconding, that the Central Division have a regional meeting in 1986, with the purpose of building membership. The motion failed.

On behalf of Kirkwood Community College, Rhonda Kekke invited the Central Division to Cedar Rapids, Iowa for the next Central Division meeting in 1987. Evelyn Shields accepted the invitation.

Several program suggestions were offered: 1) combining theoretical discussion of curricular integration with actual demonstrations; 2) continued highlighting of interdisciplinary topics and concerns; 3) programs linking fine arts and humanities (as in 1984); and 4) an exploration of current research into teaching.

CCHA Executive Director Jim Megginson greeted the group, stating his intention to find new ways of building membership. Mr. Megginson thanked the Central Division for an excellent program; special thanks were given to Local Arrangements Chair Don Sanborn.

The meeting was adjourned by Chair Evelyn Shields.

Respectfully submitted,

RHONDA KEKKE
Secretary

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Proceedings of the Eastern Division Meeting

November 8-9, 1985
Philadelphia, Pennsylvania

The 1985 annual meeting of the Community College Humanities Association's Eastern Division was held on November 8-9, 1985 at the Holiday Inn, Center City in Philadelphia, Pennsylvania with the theme "Liberal Learning in the Community College."

Three excellent plenary sessions featured Judith Eaton, president, Community College of Philadelphia, William R. Cook, Distinguished Teaching Professor of History, SUNY, Genesco, NY, and poet Lyn Lifshin. Charles Meyers, NEH Division of Education Programs, reviewed NEH programs in an early morning session and then met until mid-afternoon with individuals seeking input on grant proposals. This was the first time the Division had sponsored this type of session and a large number of participants took advantage of it.

The four concurrent sessions included a good balance of discipline papers and explorations of issues--the scholar-teacher in the community college, transfer students, administering the humanities, remediation, and technology and the humanities. Additional sessions focused on honors and exemplary programs and writing in the humanities.

Prior to the meeting, Richard Wright and Philip Pecorino conducted a workshop exploring the content for courses such as Critical Thinking, Applied Ethics, and special topics courses.

Respectfully submitted,

THOMAS F. BOGHOSIAN
Secretary

President's Report
Eastern Division

The 1985 annual meeting of the Eastern Division of the CCHA was held in Philadelphia and was hosted by the Community College of Philadelphia. The meeting was preceded by a workshop on "Teaching Introductory Philosophy" conducted by Richard Wright and Philip Pecorino. The keynote address given by Judith Eaton, president of the Community College of Philadelphia and immediate

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past chairperson of the AACJC board of directors, concerned the draft statement on the humanities proposed by the AACJC. The conference featured many stimulating sessions, many of which were concerned with multi-disciplinary and interdisciplinary approaches to the humanities. The results of recent CCHA summer institutes were in evidence in sessions on introductory history courses, and on the "New Literary Criticism" as it applies to community colleges. Richard Donovan, director of "Networks," organized and chaired a session presenting model transfer programs centered in the humanities, which had been recently funded through the Ford Foundation.

The after-meal speakers were particularly well received. Poetess Lyn Lifshin read from some of her works; historian William Cook spoke on "History, Time, and the Liberal Arts." President Philip Pecorino chaired the business meeting. New officers elected for two-year terms were: president, Martin Spear (Community College of Philadelphia) and vice-president, David Berry (Essex County College). The Division expressed gratitude and admiration for David Berry's exemplary service as program chair.

Some years ago the Division had committed itself to co-sponsoring two conferences with the Eastern Community College Social Science Association. The second of these was held recently, in April 1986 in New York City. The keynote speaker was Leon Botstein, president of Bard College, whose appearance was funded through a mini-grant from the New York Council for the Humanities obtained by Phil Pecorino. ECCSSA had administrative responsibility for the conference; full details about attendance and such have not yet been received. My personal conclusion from attending the conference and from working with representatives of ECCSSA is that we not renew the association.

Respectfully submitted,

MARTIN SPEAR
President
Eastern Division

Minutes of the Eastern Division Business Meeting

November 9, 1985
Philadelphia, Pennsylvania

President Philip Pecorino called the meeting to order at 4:30 p.m.

Motions were made and passed approving Diane Eisenberg as a member of the Board of Directors and Anne Rassweiler as vice-chair of the Board of Directors.

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Plans for the November 20-22, 1986 national meeting in San Francisco were reviewed. It was noted that each division would have time for business meetings. Attention was also directed to the meeting to be cosponsored by the Eastern Community College Social Science Association and the CCHA Eastern Division in New York on April 16-18, 1986. A tentative site for the Eastern Division 1987 meeting is the Parsippany Hilton Hotel with County College of Morris serving as host.

The following motion for a by-law addition was made and passed: Motion -- that the executive committee of the Division include as one of its members the previous president of the division, ex officio, in order to insure greater continuity.

Martin Spear and David Berry were unanimously elected as president and vice-president respectively. Phyllis Pickens was appointed as Program Committee Chair for 1987.

Respectfully submitted,

THOMAS F. BOGHOSIAN
Secretary

President's Report
Pacific-Western Division

I am happy to report that the sixth annual meeting of the Pacific-Western Division proved the most successful ever held. One hundred and sixty people registered and participated in the conference at the Stouffer Madison Hotel in Seattle, Washington, with nearly all of the states in the division represented. Several individuals stand out for their work and foresight.

Jeff Clausen, Chair of Philosophy at Green River Community College and Program Director, demonstrated that the organization of a conference is at least as important as the list of names on the program. From top to bottom--calls for proposals, conference site, hotel staff arrangements, printing and mailing of materials, handling of presentors' needs, and computer-assisted registration--Jeff and his assistant Marilyn Cook had each detail handled well ahead of schedule. Green River President Rich Rutkowski and Dean of Humanities Bruce Haulman deserve much credit for their support of both Jeff and the CCHA.

The division would like to thank former Eastern Division President Phil Pecorino for providing a very successful pre-conference

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workshop on teaching the introductory philosophy course; about forty-five attended.

The keynote speaker, on Friday morning, was Northwest poet Colleen McElroy from the University of Washington. Colleen read from her works and talked about her experiences as a poet and traveler. Her upbeat presentation started the conference on a high note. And scholar John Bridgman, also of the University of Washington, spoke on "The Continuous Crisis in the Humanities" at the banquet on Friday night. His humor and insight into the problems humanists encounter, beginning with the Golden Age, gave people a pleasant distance from which to gauge their own contributions and frustrations.

Concurrent sessions covered the range of current interests: business education and the humanities, Central American political poetry, interdisciplinary humanities blocks, cross-cultural approaches to humanities teaching, critical thinking, model programs presentations, the introductory literature course, writing across the curriculum, rock music as humanities material, the humanities in the prisons, religious studies and the humanities.

Don Porter, College of San Mateo, and Tom Boghosian, Atlantic Community College, presented material on minimum requirements for a humanities course based on their work on the Status and Future of the Humanities Committee of the CCHA.

Members of the Pacific-Western Division were introduced to Executive Director Jim Megginson at the Saturday luncheon. Jim spoke of the new role the CCHA must play in the future and of the NEH/CCHA Challenge Grant efforts, as well as the needs of the Association. Later, at what proved to be one of the most enjoyable gatherings of the conference, individual conferees had a chance to meet Jim and discuss the CCHA and their work and interests. All of this backdropped by a tasting of Northwest wines orchestrated by Seattle wine seller, Ronn Johanson.

Conclusion: This was an excellent conference, well planned, well attended, well received. People came with high expectations and left satisfied that they had contributed to a sense of their own professionalism and the reserve of professional resources the CCHA can provide. The Pacific Northwest has always been a strong region in the CCHA and that proved true this year. Don Porter's announcement of the upcoming national meeting in San Francisco caused a positive stir among participants, and I have every reason to think the Pacific-Western Division will attend in large numbers. Jeff Clausen's strong management of the program and flexibility with program selections aided greatly; people felt they had enough options to maintain interest and curiosity.

Respectfully submitted,

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DALE EDMONDS
President
Pacific-Western Division

Minutes of the Pacific-Western Business Meeting

November, 1985
Seattle, Washington

This year's business meeting was brief. Currently, the division is without a secretary, and even though the floor was opened to nominations, none were made. It was agreed to put off the election of a secretary until the San Francisco meeting, several people suggesting that it might be more effective to have the president and secretary come from the same college. Don Porter reported on plans for the San Francisco meeting and Jeff Clausen on the NEH Challenge Grant effort. The meeting was adjourned at 9:30 a.m.

Proceedings of the Southern Division Meeting

Thursday, Friday, and Saturday, October 25-27, 1985
Winston-Salem Hilton Hotel
Winston-Salem, North Carolina

Focusing on the theme, "The State of the Humanities in the South: Innovation and Change," the Southern Division met on a lovely October weekend near historic Old Salem in Winston-Salem, North Carolina. Among the highlights of the weekend was a preconference workshop on "Teaching Introductory Level Philosophy" led by Philip A. Pecorino of Queensborough Community College of New York City and Richard Wright of the University of Toledo. After an introductory session, participants either chose a workshop on "Teaching Applied Ethics" or "Teaching Critical Thinking." On Friday, a continuation of the workshop came with an address by Dr. Wright on "Philosophy as a Liberal Art," open to any conference participants.

Other cultural highlights were pre- and post-conference tours in the Winston-Salem area. On Thursday morning, participants had free time to tour Reynolda House, which houses a fine collection of American art, and stroll through the lovely gardens surrounding the house. Other points of interest were Old Salem, a restored Moravian village, Salem College, Wake Forest University,

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and numerous museums in the area. On Friday afternoon a tour of the North Carolina School of the Arts delighted a number of conference participants.

Music was provided by Sandhills Community College Chamber group while colleagues met informally during a cash bar and a book display by Hunter Textbooks, Inc. The conference officially began with the excellent keynote address by Dr. Thomas V. Litzenburg, president of nearby Salem College. His challenging and thought provoking address was entitled "Innovation and Tradition."

After greetings and announcements at the first plenary session on Friday morning, Dr. Mitchell Summerlin gave a report on the CCHA summer institute on literary criticism. Concluding the morning's activities were concurrent sessions dealing with philosophy (Dr. Wright), the non-traditional student in art and music courses (Cliff Stuckey and McKellar Israel, Sandhills Community College, North Carolina), a semiotic approach to an art work (Nancy Posselt, Midlands Technical College, South Carolina), and computer based instruction in a government course (Jim Geiger and Debbie Rasnick, Virginia Highlands Community College, Virginia).

A workshop on critical thinking by Louis Schlegal of Valencia Community College, Florida, was held in the afternoon, along with concurrent sessions. The first group of presentations included a thematic approach to teaching the classics (Helen Twigg, Valencia Community College, Florida), a team-taught course of the history and literature of man's voyages (Larry Roderer and Richard Lacey, J. Sargent Reynolds Community College, Virginia), and an interdisciplinary humanities program for technical students focusing on black culture in America (Drew Rowe, John Beck, Tom Fife, James Sprunt Technical College, North Carolina).

The first concurrent sessions of the afternoon included "Creative Questioning: A Teaching Tactic for the Humanities Classroom" (Norman Raiford, Greenville Technical College, South Carolina), exploring the effective use of planned questioning in humanities classes; "James Fenimore Cooper and T. S. Stribling: A Novel Approach to History" (Randy Cross and Mitchell Summerlin, Calhoun Community College, Alabama), which pointed out the need for instructors of literature to be well versed in the history and politics of their period of specialization; and "Mission Almost Impossible: The Development of a Cultural Arts Center from Private Funds" (Ron Swofford, DeKalb Community College, Georgia).

Concluding the afternoon's activities Don Schmeltekopf of Mars Hill College, North Carolina, led a discussion of AACJC's recommendations on the humanities. After some lively discussion, several changes were recommended to be forwarded to the CCHA Board of Directors.

Conference participants were delighted during the cocktail hour

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with the performance of the Sandhills Community College Jazz Band and the school's choral group. These students were from the intergenerational art and music programs at the college.

Following a brief business meeting on Saturday morning, four concurrent sessions concluded the conference. "The Modern Adam: A Review Fifty-five Years Later" (Ward Scott, Santa Fe Community College, Florida) used an essay as a focal point for classroom activities responding to the effects of northern victory in the Civil War on the modern generation's way of life; "Architecture Wherever You Are" (Lois McNamara, Valencia Community College, Florida) focused on significant architecture and interesting history in any community; "Third World Perspectives" (David Trask and Keller Freeman, Greenville Technical College, South Carolina) pointed out ways of combatting the problems experienced by students encountering non-Western perspectives for the first time; and "A Humanities Consortium: A Workable and Working Way to Increase the Quantity and Quality of Co-curricular Humanities Programs" (Michael R. Bradley, Middle Tennessee Arts and Humanities Consortium).

Again, participants left the conference excited about the presentations they had heard and recharged for another year. Much gratitude goes to those who planned the conference and to those who participated.

Submitted by

JAN ALLEN
Secretary

President's Report
Southern Division

The 1985 meeting of the Southern Division was highly successful with over 85 participants at Winston-Salem, North Carolina. The stimulating keynote address, "Innovation and Tradition," was given by Dr. Thomas Z. Litzenburg, president of Salem College.

Attendance at the Philosophy Workshop sponsored by the Matchette Foundation and CCHA was substantial. Phil Pecorino and Richard Wright presented an outstanding afternoon which dealt with "Teaching Applied Ethics" and "Teaching Critical Thinking" with a general theme of "Introductory Level Philosophy Courses: Their Purpose and Value."

The theme of the conference, "The State of the Humanities in the South: Innovation and Change," produced a wide variety of

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workshops and concurrent sessions which included history, English, philosophy, art, music, interdisciplinary courses, and political science.

There was a stimulating session led by Don Schmeltekopf on the AACJC's recommendations for the humanities. Several comments and observations were reported to the membership at the Saturday business meeting.

The musical highlights of the program were provided by the Sandhills Community College Music Department. A jazz band, a chamber ensemble, and a choral group entertained us at the book publisher's display and reception as well as performed for all those present in the hotel lounge. It was a significant contribution made by the college with the help of their president's enthusiastic and generous support.

Tours of Old Salem and the North Carolina School of the Arts were popular, as was the fine cuisine of Winston-Salem.

At the annual business meeting Gerald Riedling of Jefferson Community College, Louisville, was re-elected president and Tom Fife of James Sprunt Technical College in Kenansville, N.C. was re-elected vice president. The business session endorsed the national meeting of CCHA in San Francisco and voted not to have a regional meeting in 1986. All were urged to plan for San Francisco, November 20-22, 1986.

Submitted by

GERALD L. RIEDLING
President
Southern Division

Minutes of the Southern Division Business Meeting

October 26, 1985
Winston-Salem, North Carolina

The meeting was called to order at 9:00 a.m. by President Gerald Riedling with 27 members present. It was announced that 85 had registered for the conference and that 18 had participated in the School of the Arts tour. President Riedling thanked those who had transferred to the Endowment the fee for the cancelled museum tour.

President Riedling introduced Dr. James Megginson, the new execu-

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tive director of CCHA, who expressed to the group that he felt working with CCHA to be an exciting challenge.

President Riedling announced that the CCHA Board was to be expanded to include a member from the business world. A motion was made and passed to endorse Diane Eisenberg for the board.

It was announced that the CCHA Board decided in their meeting last spring to have a national meeting which is to be held in San Francisco on November 20-22, 1986. Seventy percent of the program will come from the regional meetings of the last five years and 30 percent will be from new proposals. The presidents from each division will make up the program committee for this meeting. A motion was passed to give attention to the national meeting and not have a regional meeting next year.

A motion was passed to endorse Anne Rassweiler to remain in the position of vice-chair of the Board of Directors.

The nominating committee composed of Alice Villadsen, Chair, Drew Rowe, and Don Schmeltekopf proposed that Gerald Riedling serve a second term as president and Tom Fife serve a second term as vice-president. Both were re-elected by acclamation.

A report was made on the discussion of AACJC's recommendations on the humanities. It was moved that the policy statement be endorsed except for Recommendation #12. The group was further encouraged to ask their local college presidents to send letters of endorsement. Dr. Megginson gave information about the timetable for the final draft. He reaffirmed that the document was a strong one and that we should begin working on our campuses toward a future implementation of the recommendations. However, Dr. Alice Villadson suggested that the language in the document reflect hours needed to complete a course of study rather than a number of years, since many administrators resist any suggestions that prolong a program beyond two years.

The president concluded the meeting by thanking Sandhills Community College for presenting a music program, Bill Harris for his work as program chairman, Linda Lee for her work as local arrangements chairman, Lois McNamara for the program abstracts and presentors' packages, and the state chairs for disseminating information on the state level.

The meeting adjourned at 9:40 a.m.

Respectfully submitted,

JAN ALLEN
Secretary

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Proceedings of the Southwestern Division Meeting

Thursday and Friday, October 23-25, 1985
Monteleone Hotel
New Orleans, Louisiana

The sixth annual meeting of the Community College Humanities Association, Southwestern Division, was held at the historic Monteleone Hotel in New Orleans, October 23-25, 1985.

The guest speakers and session presentors based their remarks and observations upon the theme of this year's conference "Reclaiming the Legacy: The Humanities in Community Colleges." The speakers and presentors offered encouragement and provided information on how to build and maintain vitality in humanities courses and programs in community colleges.

The Thursday morning sessions began with welcoming remarks by President Mary Brumbach and Dr. Alice Ruskar, Dean, Delgado Community College, New Orleans. "The Reflexive Universe, A Way to Look at Humanities," "From Camelot to Cambodia: King Arthur Legend," "Summer Myth of Inanna," and "An Interdisciplinary Approach to Classics" were among the titles of concurrent programs.

Dr. Richard Ekman, Director, Division of Research, National Endowment for the Humanities, was the keynote speaker with his address "Reclaiming the Legacy" given during the lunch session. He suggested that the times are right to promote and develop sound humanities programs. He and Dr. Martha Crunkelton, also from the NEH office, were available to advise participants about grant applications.

The afternoon sessions included "Relevance Isn't a Dirty Word in Literature," "Development of an Interdisciplinary Course: Dallas," "Bridging the Gap Between Unstructured and Journal Resources and Formal Papers," "Integrating Computers and Composition," "NEH Funding Workshop," "A Short Course in Survival of a Humanities Program," "Visual Arts in Enhancing the Learning Environment," "Humanities and Technology," "Is There a Legacy to Reclaim?" and "Rethinking the Introductory History Course."

Dr. James Megginson, CCHA executive director, hosted the predinner reception which was enjoyed by all. Many conversations continued into the dinner hour. Participants had dinner somewhere in New Orleans, either in the French Quarter or across the Mississippi River via ferry boat.

Dr. Mark Morford, Professor of Classics at the University of Virginia, began Friday's sessions with the keynote address "The

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Classics in Humanities Education." His address was followed by more presentations, "Hammer and Anvil, Jewish History, Moslem Sword," "Literary Traveling as an Addition to the Curriculum," "Plato and Phermones: Integrating Two Cultures," "Making the Classics Relate," "Non-traditional Instructional Modes," "Dynamic Alternative to Lecture Fatigue," and "Contemporary Literary Criticism and the Core Literature Course."

Luncheon was concluded with encouraging remarks from Dr. Megginson who assessed the growing strength of the national organization and the AACJC policy statement about the humanities in community, technical, and junior colleges. He emphasized the importance of creating challenging and diverse intellectual excitement within the community college arena. He expressed appreciation for the efforts of Anne Rassweiler, Betty Barnes, and Joan Hylander, who worked conscientiously over the years in the national office and who also made the transition smooth when the office was moved to Philadelphia.

Dr. William Biddle, chairman of the Challenge Grant Committee, then reported on the progress of the fundraising efforts in the various Divisions. The Challenge Grant will make it possible for communications among humanities faculty to be such that a solid network can be built and maintained.

The annual meeting concluded with remarks from President Brumbach, who reported that approximately 80 people were in attendance at this conference, more than at previous Southwestern Division meetings. She had received outstanding reports about the speakers and presentors. The conference was pronounced a success!

The next Southwestern Division meeting will be held in October 1987 in Santa Fe, New Mexico.

Submitted by

BARBARA PRESKORN
Secretary

President's Report
Southwestern Division

The sixth annual Southwestern Division meeting was held in New Orleans at the Monteleone Hotel in the historic French Quarter, October 23-25, 1985. The theme for the conference was "Reclaiming the Legacy: The Humanities in Community Colleges."

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Dr. Richard Ekman of the National Endowment for the Humanities and Dr. Mark Morford of the University of Virginia were the keynote speakers, addressing the topics of "Reclaiming the Legacy" and "The Classics in Community Colleges," respectively. Dr. Mary Brumbach and Mrs. Linda Lee served as the conference coordinators, ably assisted by Dee Waters, local arrangements coordinator from the host school, Delgado Community College.

Twenty-four concurrent sessions discussed issues related to the conference theme. The conference also benefitted from the presence of newly appointed CCHA Executive Director Jim Megginson, and Challenge Grant Committee Chairman William Biddle. The luxurious ambiance of the Monteleone, the excitement of the French Quarter, the excellent presentations, the renewal of old friendships and the making of new ones, all coupled with the hard work of the conference coordinators and local arrangements committee, made this a meeting to remember and relish.

The Southwestern Division welcomed new state representatives, Dr. Paul Benson of Texas (Mountain View College), Dr. Jeff Laing of New Mexico (Santa Fe Community College), and Dan Glynn of Kansas (Highland Community College). Jimmy Miller (San Juan Community College, NM) was elected President of the Southwest Division for the 1986-88 term. He appointed Barbara Preskorn (Front Range Community College) to the Challenge Grant Committee and named Dr. Linda Thornton (South Oklahoma City Community College) and Susan Ferguson (Mountain View College) to assist her in raising money for the CCHA Challenge Grant fund.

The participants at the New Orleans conference voted overwhelmingly to plan the 1987 Southwest Division's meeting in Santa Fe, New Mexico. Jeff Laing graciously consented to serve as local arrangements chairman and has already worked diligently scouting out possible hotel sites and tours to neighboring Indian pueblos, the Los Alamos Scientific Laboratory, and the many museums and galleries that abound in the Santa Fe region. The 1987 conference is tentatively scheduled for the fourth week in October and will probably be held at the historic La Fonda Hotel at the end of the Santa Fe Trail on the Plaza in Santa Fe. Although a final theme for the conference remains to be determined, the board anticipated combining the old and the new in New Mexico with an approach that will stress the contrasting cultures and values of the state. A major event, co-sponsored by the New Mexico Humanities Council, is anticipated. The board hopes to include a trip to Los Alamos, the birthplace of the Atomic Age, in the conference schedule.

It is with deep gratitude and appreciation that I recognize the many years of service and dedication that out-going Southwestern

President Mary Brumbach has given to the CCHA. The image she has set is an excellent one to strive for.

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Respectfully submitted,

JIMMY H. MILLER
President
Southwestern Division

Minutes of the Southwest Executive Committee Meeting

October 23, 1985
Monteleone Hotel
New Orleans, Louisiana

The meeting was called to order at 7:00 p.m. by President Mary Brumbach. Introductions were made of state representatives, board officers, CCHA Executive Director Jim Megginson, and conference coordinators Dee Waters and Linda Lee.

President Brumbach reported that the registration for this conference was the best ever and updated the board members on specifics regarding conference costs.

Twenty-two concurrent sessions were scheduled and they covered a wide range of topics. Lunches were designed to be working sessions in order to provide more free time at night to explore the French Quarter of New Orleans. It was asked if there were too many sessions and it was pointed out that too much is better than people leaving wondering why they came.

The agreements signed by session presentors were successful because they informed the presentors that they must be paying participants of the conference.

Since there will be a national conference in San Francisco, November 20-22, 1986, the next Southwest Division Conference will be in 1987. A national conference is planned for every three years which will encourage cross-fertilization of ideas among the divisions.

Bill Biddle, chairman of the NEH Challenge Grant Committee; Diane Eisenberg, president of a Washington, D.C. consultant firm, and Anne Rassweiler have been nominated for the national CCHA Board. Anne Rassweiler has been nominated as vice-chair.

New state representatives will need to be appointed from Kansas, New Mexico, and Texas as the two-year terms of the former representatives have expired.

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Jim Megginson reported on the move to the Community College of Philadelphia and the progress being made to establish new communication links to community college humanities faculty and administrators throughout the country. Judith Eaton, president of the College, has committed $30,000 to CCHA and the college is providing an 1800 square foot office. The capacity to attract members and to build even more successful regional meetings is expected to increase. It is also expected that there will be a greater connection to state humanities councils and with AACJC, in order to encourage more humanities programs within community colleges.

One board member asked about faculty who exhibit little interest in attending conferences in their field. It was mentioned that this situation would be good grant material, in order to reduce costs to participants, which would make the conference more affordable and attractive.

Another suggestion was to keep the college presidents and deans aware of CCHA through letters and newsletters. Through keeping them informed of current thought about educational leadership and standards it was hoped that they would take active roles in Association conferences and encourage their faculty to attend and participate.

The meeting adjourned at 8:45 p.m.

Submitted by

BARBARA PRESKORN
Secretary

Minutes of the Southwestern Division General Membership Meeting

October 25, 1985
Monteleone Hotel
New Orleans, Louisiana

President Brumbach reported on the success of this year's conference, and noted that the feedback about the concurrent sessions had been most positive. This year's conference had also been a financial success, taking in considerably more than expenses.

Dr. Jim Megginson reported that the American Association of Community and Junior Colleges' statement of support for general Humanities education was to be submitted soon for final approval and that anyone wishing to make comments or to respond should do

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so soon. Since AACJC is made up primarily of administrators, Dr. Megginson said that their meeting was a good opportunity to acquaint them with the CCHA. He emphasized the importance of creating challenging and diverse intellectual excitement within the community college arena. Together we can liberate our own spirits. He expressed appreciation for the efforts Anne Rassweiler, Betty Barnes and Joan Hylander had made to make the transition to Philadelphia smooth and for their conscientious service during the preceding years.

Bill Biddle then reported on the progress of the NEH Challenge Grant which requires the raising of $75,000 in three years to match $25,000 of federal NEH monies. The revenues from these funds will support annual meetings of regional divisions, publication of the Association journal, work of the Association's three standing committees and program development for improved humanities teaching and professional development.

Dr. Virginia Brumbach moved that the Southwest Division support the work done by the National Board and the National Challenge Grant Committee. Jimmy Miller seconded the motion which was passed unanimously by the membership.

President Brumbach accepted a motion from Virginia Perrenod that Anne Rassweiler and Diane Eisenberg be nominated for membership to the CCHA Board of Directors and that Jimmy Miller be nominated to serve as Southwest Division President 1986-88. Gene Wells seconded the motion for the nominations. The motion passed unanimously.

President Brumbach requested that the membership consider where the 1987 divisional meeting. Santa Fe, New Mexico received by far the most votes. The meeting was adjourned at 1:00 p.m.

Respectfully submitted,

BARBARA PRESKORN
Secretary

Executive Committee Meeting - October 25, 1985

The meeting was called to order at 2:30 p.m. by Jimmy Miller. He asked for suggestions for a division representative to serve as chair of the National Challenge Grant Fund-raising Committee. Barbara Preskorn (Front Range Community College, Westminster, Colorado) offered to chair a Division committee because of special training in fund-raising she had recently received. Susan Ferguson (Mountain View Community College, Dallas, Texas) and Linda Thornton (South Oklahoma City Community College) will serve as members of the Division's fund-raising committee.

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Mary Brumbach reported on the conference participant survey concerning the accommodations and presentors. There were no major complaints about the hotel or the food, and the presentors received high marks. She also reported that this conference had made $600 over expenses. She thanked the executive committee members retiring from the committee and welcomed the newly appointed ones. Paul Benson replaces Harvey Solganick as the representative from Texas, and Jeff Laing will serve as the New Mexico representative. Jeff will also serve as arrangements coordinator for the 1988 conference in Santa Fe. Dan Glenn will replace Landon Kirchner as the Kansas representative.

It was suggested that Jimmy and Jeff work with the New Mexico Humanities Association in developing the agenda and theme for the conference.

Each state representative was asked to provide the Division with an updated list of humanities faculty and administrators in their states in order that they might be sent flyers promoting CCHA membership. Each state representative was also asked how the executive committee might better make advocates out of community college administrators.

The meeting adjourned at 3:45 p.m.

Respectfully submitted,

BARBARA PRESKORN
Secretary

BOARD OF DIRECTORS

COMMUNITY COLLEGE HUMANITIES ASSOCIATION
Minutes of the Board of Directors Meeting
April 26 - 27, 1986
Community College of Philadelphia Board Room

Present: William Biddle, Arthur Cohen, Judith Eaton, Dale Edmonds, Diane Eisenberg, W. J. Megginson, Jimmy Miller, Gaines Post, Anne Rassweiler, Gerald Riedling, Donald Schmeltekopf, Evelyn Shields, and Martin Spear. David Berry attended to speak on the Berry/Curry proposal. CCHA staff Elizabeth Dunlap and Georgianna Lawton attended.

Absent: Thomas W. Lambeth.

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SATURDAY, APRIL 26, 1986

The meeting began at 1:00 p.m. Donald Schmeltekopf, chair, welcomed everyone, especially new members Diane Eisenberg, Jimmy Miller, and Martin Spear.

Minutes of the 1985 Meeting. The minutes were read and approved. The only correction was that Thomas Lambeth had one year remaining on his term (expiring 1986).

Interim Board Actions. The new chairperson elected by mail vote in June 1985 is William Biddle, effective tomorrow. W. J. Megginson was appointed by mail vote in June 1985 as executive director of CCHA, effective August 1, 1985.

Remarks by the Chair. Donald Schmeltekopf thanked Community College of Philadelphia for the accommodations provided for CCHA, which is now housed here. He also expressed appreciation to Judith Eaton for use of the CCP board room and for her hospitality.

Executive Director's Report. W. J. Megginson, executive director, gave his report. (Attached.)

General discussion followed on any future problems which might arise for CCHA. Gaines Post suggested that thought should be given to any vulnerabilities of CCHA and to reviewing both the relationship of the divisions to the national association and the philosophical question of whether CCHA is undertaking the right activities. David Berry noted that if community college enrollments drop, then so may CCHA memberships. Judith Eaton commented that community college enrollment in New Jersey had dropped by 22%; and a supporter of community colleges, the New Jersey governor, was talking about converting to technical colleges, Rassweiler noted.

Suggestions were made on how to support CCHA and/or membership: 1) hire a marketing specialist to increase membership; 2) develop activities other than conferences; 3) work with state humanities councils and attend the annual Federation meeting; 4) revive a faculty exchange program; and 5) tie membership to the national conference. The board moved and approved requiring all attendees at the national conference to be currently paid members. Diane Eisenberg will assist Jim Megginson with the design for a CCHA brochure.

Program Committee Report. Jimmy Miller spoke for the program committee regarding the San Francisco conference. Publicity, posters, and mailings to colleges and individuals will promote the conference. David Berry suggested applying to the Ford Foundation for a grant to cover the honoraria for speakers. Citing

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discounted air fares from major cities in the Humanist was also suggested. The registration fee will be $80, which includes two luncheons. Membership in CCHA will be a requirement for everyone attending the conference. Don Schmeltekopf suggested a pre-conference insert in the Humanist. Anne Rassweiler suggested that a writer from the Chronicle be invited to attend the conference for an article to be published. Diane Eisenberg suggested preparing a press release.

Presidents' Meeting Report. Dale Edmonds reported for the group, noting that the presidents were benefiting from meeting together as a program committee. They were learning and sharing ideas from other divisions. He discussed office services; the computer, which will be discussed later; and the redistribution of divisions, noting that Arizona and Utah should be part of the Southwestern division. The motion to transfer these states was approved. Changes should be reflected in the Constitution.

Berry/Curry Proposal. David Berry proposed a two-day workshop in November regarding the AACJC Humanities Policy Statement and how to implement it. Workshop attendees would be selected from ten colleges, namely deans and chairs of humanities. Board members suggested an alternative approach, to organize a planning session and follow up with formal sessions at the regional level in 1987. Berry and Curry were encouraged to draft a revised proposal and submit it to Megginson and Biddle. The board approved the concept of applying for a 1986 planning session grant.

Committee Reports. Research and Development Committee. Myrna Goldenberg, chair, submitted a written report with several names for the distinguished humanities educator and several colleges for the institutional award. Discussion followed on criteria ("excellence" and how can it be determined) and the number and exact title of awards. The board tabled discussion until Sunday.

Status and Future Committee. The board considered the committee's written report and raised issues concerning the draft definition of humanities courses. Although several objections were raised, the board viewed the draft statement as a valuable springboard for discussion. The board voted to accept the report without endorsing the draft definition.

Publication Committee. A brief report was handed out to board members from Frances Osborn, chair, indicating that members had screened articles for the Review.

Policy Proposal on Committees. Jim Megginson presented the proposal. Policies 1 through 7 were approved by the board. However, on #2 (committees report in writing each spring to the board), the board stated that "indicating requests for board action" be added. On #5, the board approved a two-year term for committee chairs. Numbers 8 and 9 were approved. The board

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agreed that item #10 was not necessary and deleted it. The board then approved the proposal as modified.

Challenge Grant Report. William Biddle gave the report. He stated that a very small percentage of members had contributed, that the divisional representatives had not always been effective, and that we need to raise a large amount of money to reach the goal. To increase Endowment funds, other options suggested by board members were to send letters to board members of community colleges, to boards of trustees and to Chambers of Commerce soliciting funds; or to make a special assessment on members; neither seemed feasible. The board agreed to establish a committee of four or five to intensify Endowment solicitations. This committee will be composed of Diane Eisenberg, William Biddle, Gaines Post, and one or two of the divisional presidents.

Division Reports. The five presidents gave reports; Southern, Gerald Riedling; Southwestern, Jimmy Miller; Central, Evelyn Shields; Pacific-Western, Dale Edmonds; and Eastern, Martin Spear.

The meeting recessed at 5:00 p.m.

SUNDAY, APRIL 27, 1986

Donald Schmeltekopf reconvened the meeting at 9:00 a.m.

The board agreed to determine salary increases on the contract anniversary date for staff.

Financial Statement and Budget. Last minute changes had been made in the division budgets; the Contingency Fund should read $2,290, and Total Expenditures, $218,165. The following changes were requested: the financial statement should project a set-aside allocation for the 1985-86 Review, and the 1986-87 budget should be similarly adjusted. Gaines Post raised questions about the low membership income and suggested that too high a percentage of revenues came from soft money. He also questioned increased expenditures in most areas. Jim Megginson replied that most increases above 1985-86 were small except where rising postage and other charges required more money. A motion was made and passed to establish a board committee to review and perhaps revise the budget and refer it to the board for later approval. The board requested that financial documents should be circulated two weeks prior to the 1987 board meeting. Donald Schmeltekopf accepted responsibility for the late presentation of the current financial statement and budget.

Computer Proposal. Jim Megginson presented the request to purchase a hard disc personal computer for the office and announced that some donated equipment would be available for a small han-

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dling fee. The board approved the purchase.

Membership Report. The executive director reported on the continued rise in new members (about 300 for the current year) while non-renewals continued to keep the currently paid figure too low. Anne Rassweiler raised the philosophical issue of whether membership was an appropriate way to raise income for the association.

Membership Policy Proposal. Jim Megginson presented several means of increasing membership, reducing the non-renewal rate, and boosting membership income. The board adopted items 1-8 of the proposal, deleting new student and part-time faculty rates. All memberships will expire September 30 each year; this policy will be announced in the Humanist, on membership forms, and on conference registration materials. Conference fees will include an amount equal to membership dues for all attendees who have not paid current dues; this will convey membership for first-time attendees at the national conference. Judith Eaton suggested that CCHA might divert some money from the Review for membership solicitation on a one-time basis.

New Projects. NCOE Joint Task Force. Anne Rassweiler reported on the NCOE Joint Task Force, an exciting opportunity for CCHA. It involves a joint endeavor for two years to increase the role of humanities in technical degree programs. NCOE has applied to the Fund for the Improvement of Post-Secondary Education for a $47,000 grant to help finance the project. The AACJC board of directors had approved both the AAS degree and the humanities statements, and the NCOE board had approved the joint task force and the two-year project. The CCHA board approved the two-year Joint Task Force.

Speakers' Bureau. Martin Spear presented his recommendations for the speakers' program. It would take CCHA to college campuses, getting more colleges and faculty involved in humanities programs. Important prerequisites would be to identify topics, develop programs, establish contacts through presidents' offices and in-service program directors, and market the CCHA programs. A committee will review the plan at the San Francisco conference and will approach foundations for support. The board approved Spear's pilot program at CCP.

Humanities Syllabi Book. Jim Megginson proposed that CCHA publish an anthology of interdisciplinary humanities syllabi as a followup to the AACJC humanities statement. It would also improve our ability to disseminate information on successful humanities projects, which now is anecdotal. The book would not be an endorsement of the interdisciplinary courses compared to others but an effort to fill a void left by the disciplinary professional associations. Judith Eaton raised the question of whether CCHA ought to focus on specific courses rather than broader curricula concerns; Martin Spear suggested that a Na-

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tional Endowment for the Humanities grant proposal should have a broader focus. Anne Rassweiler suggested there were more immediate concerns. The board agreed to defer the project.

Faculty Exchange. Jimmy Miller spoke about the exchange. It was agreed and board approved 1) that CCHA would serve as an agent only; it would be restricted in function and serve only for introductions, and 2) that an article about the program will appear in the Humanist. William Biddle and Jim Megginson will work on it.

1987 NEH Institute. Jim Megginson reported that the staff will be submitting a grant proposal to NEH for a "Spanish American Literature" institute for summer 1987. Co-directors would be Carmen Decker, Cypress College, and Julio Ortega, University of Texas. Don Schmeltekopf wants to see a copy before the proposal is submitted. The board approved submission of the application.

Board Membership. With several terms either expiring or beginning, the board needed clarification on board terms. Don Schmeltekopf agreed to compile a list and circulate it to the board. It was settled in 1985 that Schmeltekopf and Lambeth have terms which expire in 1986; Cohen in 1987; and Post and Eaton in 1988.

Other Matters. The board endorsed the AACJC humanities statement. The board also assigned Biddle and Edmonds to approach an individual to be a CCHA candidate for AACJC board membership. The board tabled CCHA institutional membership with AACJC and suggested that Biddle and Megginson explore achieving benefits through Walters State Community College. The board also authorized Biddle and Megginson to negotiate with the NEH for an indirect cost rate.

Research and Development Committee Awards. Continuing the previous day's discussion, the board agreed to give two individual awards in 1986, one for distinguished humanities educator and a separate distinguished service award. The board will ask the committee to review the institutions recommended, consider naming only one, and articulate the criteria used.

Recommendations on Fiscal Accounts. Due to constraints of time, these were assigned to Jim Megginson and William Biddle for consideration.

Remarks by the New Chair. In his remarks as new chair, William Biddle asked the board to thank Don Schmeltekopf officially for his contributions to CCHA and to higher education in general; a statement of appreciation will be published in the Proceedings. The board concurred. Biddle asked that Anne Rassweiler remain as vice-chair, that Don Schmeltekopf organize a National Advisory Committee for CCHA composed of past presidents and board members,

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and that he head the committee. The presentation of the National Advisory Committee recommendations will be given at the next board meeting. These requests were all approved by the board. Biddle announced his plans to have a working board with committees and assignments to be determined in a few weeks.

Date and Place of 1987 Board of Directors' Meeting. The 1987 meeting will be held at CCP in April; the exact date will be determined later.

Arthur Cohen asked that the following be included in the minutes: "CCHA is becoming concerned about and watching the development of state-level competency tests which do not reflect the humanities."

Biddle declared the meeting adjourned at 12:15 p.m.

CITATION OF APPRECIATION

The members of the Board of Directors of the Community College Humanities Association wish to express their thanks to Donald D. Schmeltekopf for his service to the Association and through it to community college faculty and students throughout the United States. When those first Mid-Career Fellows at Princeton University in 1977 were discussing the endangered place of the humanities in community colleges, he took a leadership role. This group recognized that specialized professional, technical, and vocational education was dominating the educational scene. Don reached out to his colleagues, mobilizing them to defend and promote the humanities on their campuses. With financial assistance from the National Endowment for the Humanities, Don organized the first national conference for community college humanities faculty and launched the Association on its mission to create a visible body of humanists promoting the study and practice of the humanities.

It is due to Don's energy and pertinacity that CCHA came into existence and has grown to its present stature. He insisted on a high standard for CCHA's publications and presentations, earning the Association the recognition and support of like professional associations. He threw enormous energy into seeking men and women across the nation to write and speak for CCHA and to serve in the nascent organization.

Don's contribution to the humanities goes beyond what he has done for community college faculty. Don has been and is an active friend and defender of the humanities everywhere, at Union College (NJ) in the philosophy and history departments, in service in the New Jersey state government, at the NEH, and presently at Mars Hill College (NC). Don actively engages his intellect

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and imagination in his life and career. Exemplar of one whose life had been enriched by knowledge and reflection, Don offers as well a model of service to the humanities.

REPORT BY THE EXECUTIVE DIRECTOR

I am delighted to be serving as the executive director of CCHA and in that capacity to be meeting with you officially for the first time. This is my first formal report to you.

Last year Don Schmeltekopf wrote the Mellon Foundation that "CCHA came of age in 1984." Building on that concept, our 1985 report stated that "two significant events in 1985 marked the association's growing maturity: the decision to hire a full-time executive director and to move the association's headquarters to Philadelphia. Both changes have expanded the association's capacity to operate effectively and to secure more recognition among community colleges and other professional associations."

Being the product of the first decision and having borne much of the brunt of the latter, I would like to begin this report on that theme. My "Perspectives" column in the September 1985 Humanist spoke of "transitions," of which these are two. A logical corollary is that for the first time you have brought in someone who, in a sense, is an "outsider" and has not been connected with the organizational structure of CCHA since its beginning. That means, of course, that new people will do different things or the same things differently, whether you want it or not. Another transition, predating my appointment, is that the divisions, especially the Eastern, have begun to operate more independently of the national office. Yet another transition faces us shortly. Don Schmeltekopf completes his term as chair of the board, and we will have a new chair--this transition undoubtedly will be smoother than that from John Adams to Thomas Jefferson in 1801!

Given these transitions, we have a time especially propitious, and essential, for consolidation and codification. I have been working on our internal processes, and the incoming chair plans some policy reviews. Having been on several constitutional review committees in the past, I also am studying ours to see if there are loopholes that need closing or ambiguities that should be clarified. A report will follow for the next board meeting.

Transitions can bode ill or well. Several years ago (1978) I led one of the first community college groups to visit the People's Republic of China. We very quickly learned that the Chinese had an instant explanation for anything that went wrong--all errors

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had been caused by the Gang of Four--a wonderfully useful scapegoat. Unfortunately I do not have the luxury of blaming the previous administration. Rather, I constantly marvel at the accomplishments by people who all worked very hard but had only part-time commitments. It is obvious that the achievements are due to their dedication to CCHA and much overtime work (much of it unpaid, I suspect). Anne Rassweiler, Joan Hylander, and Betty Barnes still demonstrate continuing interest in our work; they have, in fact, all be consulted this week and continue to help.

Chronologically, the national office should be the first major section of this report. Anne Rassweiler uttered a sage prediction when she told me in August, "It will all take more time than you would ever expect." I had many new experiences: postal permits, registration with the Commonwealth of Pennsylvania, new bank and credit card arrangements, complex telephone logistics, and new staff--none of whom had prior experience with CCHA. We also had a new host institution with a large internal bureaucracy and have gradually sifted our way through their administrative processes. (President Judith Eaton appointed Vice President William F. Haggett as our liaison; he constantly has been solicitous and helpful.) As you have seen today, we have a spacious, efficient, attractive work area.

Since August we have all been in the learning process. I have especially made it my task to understand the whole administrative processes of CCHA--partly because I had to, partly because I should, and partly because I wanted to plan for computerized operations. During recent months I have recruited and hired our permanent staff, Georgianna Lawton, our secretary, who works 30 hours per week (more in rush times such as the past month) and Elizabeth Dunlap, our assistant director, who works ten hours per week (also more when needed)--about the same time and expenses (together) as their counterparts at Cranford. I am pleased to report that we have outstanding people who are interested in and committed to their work.

Tomorrow you will consider the computer proposal; assuming you adopt it, the staff will consolidate all of our membership and conference records since 1979 and be much better equipped in the future to send out renewal notices and to have current printouts available at the regional conferences. We should also have the capacity to send personalized recruitment letters. Routine work, including membership record-keeping and renewal solicitations, and multiple forms of financial reporting (calendar year, fiscal year, grant reporting) consume too much staff time. An office computer will save hours and agony and allow us to turn to more creative work.

Accomplishments of the past year include the transition itself. Others stem from our institutes. Thanks to Carole Edmonds, David Berry, and Steve Curry we have been getting excellent publicity resulting from their programs. They have helped open new doors

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for us. Carole presented a panel at the Modern Languages Association based on the institute and distributed a special flyer for MLA. Steve and David edited The Introductory History Course: Alternative Directions. We have sent it to all two-year college presidents, to one thousand smaller four-year colleges, to state community college systems, to fifty history associations, as well as to you and the AACJC board. Responses have been excellent, such as the dean in Florida who wanted twenty copies for his history department, the Utah Humanities people who offered to send copies to some history teachers in that state, and recent inquiries from Rutgers and Memphis State Universities. With skillful piggybacking of materials, we also sent two-year college presidents the December Humanist and forms to designate contact people who would receive and distribute internally materials on our San Francisco conference. Grant funds paid for the booklets, letters, postage, and the MLA flyers; CCHA costs were small for the excellent returns. The general moral is that we have to blend together our wonderful people with publicity that costs us little.

What is the status of CCHA today? In the 1983 and 1984 annual reports, Don used the word "flourishing." Certainly that still is true, yet we need to do more.

During the past nine months I have been impressed by both the hard work done by many people and the friends the association can rely on. CCHA exists because we have many people who support our organization and have worked with us over the years. We need to develop a better network of our former presidents, other divisional officers, and endowment contributors. Additionally, we have many friends--"in high places," as the saying goes. They include officials at the Mellon Foundation, the NEH, professional associations, such as the Modern Language Association and the American Philosophical Association, the AACJC, and state humanities councils; additionally, there are many two-year college presidents, vice-presidents, and deans who respect our work and our association. Many have spoken or written to me during the past few months. They are important allies, a source of capital, if you will.

Since I began work last summer, I have been struck by a paradoxical situation: many people know and respect CCHA for its national impact and quality programs; yet too many people are not aware of our existence. How do we change this problem?

Our agenda needs a two-fold focus: publicity and membership. The two obviously go together. As CCHA gains more publicity we get more members, who by word of mouth spread our reputation. Our type of work does not result in polished, neatly quantified studies like those of consumer purchases of a new detergent. We are learning some things about membership and renewals, to be shared tomorrow. Certainly it is clear that we need more

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promotion; at the same time our mailings and publicity efforts need to be carefully analyzed and made as cost-efficient as possible. Non-profit mailing rates have risen thirty percent in recent months; mailings require extensive staff time and effort.

Additionally, we need a continued presence: in faculty mail boxes with solicitations to join CCHA and with conference programs; at professional meetings; and on college campuses. (The executive director can attend a limited amount of the meetings and campus appearances; we hope the divisional presidents can help; and the speaker's program should help also.) Rather than scattershot membership and publicity efforts, we may want to target specific groups, e.g. CCHA institute participants who are not members, attendees at NEH summer seminars for community colleges, or outstanding faculty at two-year colleges (based on the AACJC directory, due this fall). On a broader level, prodding of the National Endowment for the Humanities, state humanities councils, and the Chronicle of Higher Education to be more cognizant of community colleges and to give them more coverage and money can only help us. I am working tactfully with these groups.

Divisions are a critical component of CCHA. The most important source of membership comes from their annual conferences and mailings. We need to intensify the role of their membership committees, working with the national office and their presidents. We also need to work through the divisions to achieve more of a presence at state community college conferences. At the same time these people are, like almost all CCHA workers, volunteers with full-time professional commitments of their own. Perhaps we can enlist more people to help share the burden.

An important event occurs this fall, our national conference, the first since 1979. We hope it will be a showcase for the association, will attract new members, and will build upon our strong reputation. The program and local arrangements committee have been hard at work. Incidentally, our tenth anniversary will be 1989, when it would be time for another national conference. That should be a special celebration for the association.

In 1985 we had good divisional conferences. At three of them the Matchette Foundation-funded workshops on the "Introductory Philosophy Course" attracted nearly 100 people. The Pacific-Western Division had 160 people in attendance and achieved a smashing financial success. The divisional presidents, meeting as the national conference planning committee, are learning successful techniques from each other.

Membership remains a significant issue for CCHA. You have been told before that 2,000 members is a critical level, and we have a long way to go. We will talk more about membership tomorrow. In

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1985-86 CCHA has drawn in over 200 new members and about thirty library subscriptions. Yet CCHA continues to suffer from non-renewals.

Other concerns for the immediate future include picking and choosing carefully the areas where we wish to concentrate our energies. We need to enlist more grant support; at the same time we need to achieve a higher level of self-support for our basic operations. Program development plans include: the Berry/Curry grant proposal; application to the NEH for a 1987 Latin American literature institute; a speaker's program; and a humanities syllabi book. One of the most exciting possibilities comes through a joint endeavor with the National Council for Occupational Education; together we hope to have a significant impact on humanities education, especially within the Associate of Applied Science degree program where the humanities currently are the weakest. An area already on our agenda is the Challenge Grant campaign; we need to bring that to a successful conclusion by the summer of 1987.

Overall, CCHA is an amazingly productive, dynamic association given its relatively brief longevity, small staff, and dependence on a volunteer force. Professionally and intellectually we are well respected. We have an array of exciting ventures ahead of us. Expansion must be a key word, linking the ideas of publicity, promotion, presence, and membership--expansion of numbers, expansion into college campuses and state conferences, expansion into presidents' offices and their attention, and into more and new mail boxes. Better, we will achieve expansion through demonstrated successes and programs.

FINANCIAL STATEMENT

Community College Financial Statement
Financial Statement
May 1, 1985 - April 30, 1986

Assets

Cash on hand, May 1, 1985 (1)	$ 2,145
Endowment fund	26,359
Restricted cash	2,070
Restricted: Mellon Grant	25,000
Total assets	$ 55,574

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Revenues

Cash brought forward	$ 4,215	
Restricted (Mellon) brought forward	25,000	
Members: individual	13,833	
Sales	258	
Interest	1,569	
NEH summer institutes	5,500	
Registration--annual meetings	24,323	
Teaching Philosophy Workshops	2,175	
Community College of Philadelphia	30,000	
Endowment Fund contributions, interest	15,803	
Mellon Foundation, 1986-87	25,000	
State Humanities Councils	483	
Matchette Foundation	2,000	
Total revenues		150,159

Expenditures

Salaries and benefits (2)	$ 41,441	
Travel and per diem	6,040	
Executive director search	3,399	
Fees, dues, subscriptions	1,870	
Office	6,110	
Publications (2)	4,256	
Program development	5,049	
Committees	301	
NEH summer institutes	2,738	
Challenge Grant expenses	660	
Division meetings	24,022	
National conference	1,706	
Restricted: Endowment, Mellon other	43,422	
Total expenditures		$141,014
Cash carried forward, April 30, 1986		9,145

Notes:

1. Cash on hand includes a correction from last year's financial statement, $2,240, reported in Endowment.

2. Grant funds from NEH summer institutes (1984 and 1985) also covered an additional $8,750 in salaries and fees and $371 in publications.

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COMMITTEE REPORTS

Report of the Committee on Research and Development

The committee met in Philadelphia during the Eastern Division CCHA conference, November 4, 1985. Subsequently, we transacted a lot of business by telephone and mail.

I am pleased to transmit the individual and institutional nominees for the CCHA humanities awards. In accordance with the establish of these awards, we publicized the opportunities for recognition and then seriously considered the merits of the candidates. . . .

I speak for the committee in expressing our satisfaction about highlighting and promoting the humanities through these awards. We regret that we were not inundated with nominations, but, considering the fact that this program is "a first" that should grow, we are content with the quality--if not the quantity--of those nominations we did receive.

I am looking forward to hearing the Board's responses to our nominations.

Respectfully submitted,

MYRNA GOLDENBERG, Chair
Research and Development

Report of the Committee on the Status and Future of Humanities Education in Community Colleges

At its annual meeting in November 1985, the committee confirmed support for criteria (developed at the previous meeting) to be met by courses fulfilling a humanities requirement. The statement and criteria were revised as follows:

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The CCHA Committee on the Status and Future of the Humanities recommends that any course designated as satisfying a humanities requirement for an associate degree at a community college include as components of that course the following:

a. reading/analyzing primary sources and works of major thinkers, authors, artists, composers, etc.;
b. writing critical papers;
c. discussing values;
d. evaluating alternative responses to primary sources/major works; and
e. making rational choices by analyzing and applying concepts to specific situations, e.g. case studies, moments of history.

The committee also had the opportunity to review the "Draft toward an AACJC Policy Statement on the Study of the Humanities" and was glad to see parallel concerns, Recommendation 7 coming closest to its own statement and the other elements of the report emphasizing the place of the humanities in the larger curriculum and college organization. However, in addition to such a policy statement, the committee is interested in seeing meetings--perhaps small, local meetings--where this and other working definitions of the humanities are explored. There is still the concern that while the numbers of the humanities courses are growing, not all of them reflect central concerns of the humanities. It is, therefore, important to conduct a dialogue on this issue. We refer you to the studies we have conducted over the past few years.

The committee also identified several areas for further exploration either through its own surveys or reviews of existing studies. A few of the items may be closely related to problems of implementation regarding the proposed AACJC policy on the humanities:

1. What do vocational/technical faculty, coordinators feel about the possibility of expanding/lengthening the community college experience to include general education where it is not already included?

2. What courses should be added when there is opportunity to expand the curriculum?

3. What are the attitudes of business about a broad education?

Other items for review are:

- foreign language enrollments
- honors program profiles
- proportion of part-time faculty hired vs. full-time

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faculty hired
- number of grants awarded for study in minority and women's literature.

Respectfully submitted,

THOMAS F. BOGHOSIAN
Chair

Report of the Publications Committee

Throughout 1985 the Publications Committee served in an advisory capacity to the editor of the CCHA publications, reviewing articles on request, for appropriateness and accuracy.

Committee members consider it a part of their responsibility to forward to the editor those suggestions and comments they receive from the CCHA membership that related to publication matters.

Submitted by,

FRANCES OSBORN
Chair

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AACJC Humanities Policy Statement

RESPONDING TO William J. Bennett's *To Reclaim a Legacy*, the American Association of Community and Junior Colleges developed the following statement. It derives from a roundtable discussion funded by the National Endowment for the Humanities, discussion of a draft version at the five 1985 CCHA conferences, and responses by college presidents and faculty. The AACJC board of directors has adopted the statement as a policy recommendation, and the CCHA board of directors has endorsed it. —Ed.

I. WHAT DO WE MEAN BY THE HUMANITIES?

THE HUMANITIES ARE ways of thinking about what is human — about our diverse histories, imaginations, values, words, and dreams. The humanities analyze, interpret, and refine our experience, its comedies and tragedies, struggles, and achievements. They embrace history and art history, literature and film, philosophy and morality, comparative religion, jurisprudence, political theory, languages and linguistics, anthropology, and some of the inquiries of the social sciences. When we ask who we are, and what our lives ought to mean, we are using the humanities.

In addition to the specific content of this roster of disciplines, the humanities represent an approach to learning — an approach which is characterized by certain beliefs about the value of what is worthy of our interest and study. The study of the humanities ranges from the reading of great texts to the understanding of the contemporary, yet perennial, concerns of the human family. The methods of the humanities encompass the methods of the particular disciplines as well as the methods of broader, interdisciplinary inquiry such as the critical and imaginative use of language, texts, and other artifacts of human experience. Whether in content or method, however, study in the humanities always has as its fundamental objective to reveal that which is significant about human life — past, present, and to the extent possible, the future.

II. WHY STUDY THE HUMANITIES AT COMMUNITY COLLEGES

LEARNING IN THE humanities is particularly critical in community, technical, and junior colleges because of the strong interest on the part of students in practical

education. It is important that students become economically self-supporting. But it is equally important for them to broaden their horizons so they may participate willingly and wisely in a fuller range of human activity.

The humanities do have inherent worth. The proper study of the humanities, however, is also decidedly practical. For example, the development of advanced technologies requires not only higher order processes of intelligence, but also a keen appreciation of the impact of technology on the human environment. The humanities concentrate in direct ways on skills of the mind and skills of language, while the ability to reason clearly and communicate well should be a goal of all branches of study. These capabilities, by their very nature, are especially connected to the humanities. The medium of the humanities is essentially language, and their use of language sets in motion reflection and judgment. The humanities assist in developing insights and capacities that are essential for a well-formed public life as well as a fulfilling private one.

The concerns of the humanities extend to many enduring and fundamental questions which confront all human beings in the course of their lives: What is justice? What is courage? What should be loved? What deserves to be defended? What is noble? What is base?

Community college faculty must teach the humanities to their students so that each student is better able to discover a sense of relationships among life, work, and circumstances; to understand self and society through different eyes, places and times; to reflect on the way personal origins and beliefs affect actions and values; to encounter questions and answers posed in the past; and to raise similar questions about the present and future.

Study of the humanities nutures the imagination and offers individual and private pleasure. Study of the humanities encourages the best habits of mind. Study of the humanities fosters disciplined approaches to questions that do not have necessarily correct answers. Study of the humanities promotes an enhanced ability to make value judgments — to select the wiser course of action. Study of the humanities inculcates a sense of common culture, encouraging civic purpose and citizenship practices. Study of the humanities seeks balance between the individual and society while fostering the basis of any civilized society — civility and mutuality.

Beyond responsibility to their students, community colleges have a further obligation to the communities they serve. It follows that they should teach the humanities to *all* students so that social cohesion may be fostered through shared understanding, language, and values. Community college students should study the humanities for a seemingly simple reason — to gain knowledge and ability to think concretely about important social and personal questions

and to communicate these thoughts through clear and effective written expression. The practical demands of life — both private and public — are illuminated and made more valuable by the study of the humanities.

III. RECOMMENDATIONS TO COMMUNITY COLLEGE LEADERS

THE FERMENT IN higher education, reflected by the many calls for educational reform from all quarters, suggests that now is an opportune time for educational leaders to speak out on behalf of the importance of the humanities to the associate degree offered by community colleges. To that end, the following recommendations are offered:

Recommendation 1. Educational policy concerning the humanities and their place in the community college curriculum should be framed within the context of an overall policy on a liberal or general education program of study.

Recommendation 2. Study in the humanities should be a required part of *every* degree program offerd by community colleges.

Recommendation 3. Study in the humanities *disciplines* should be required beyond existing college requirements for such courses as composition, public speaking, and communications.

In order to assure that the humanities maintain their proper place in the curriculum, it is crucial that the following degree requirements be made public and manifest via the endorsement of the highest policy and administrative bodies — trustees, presidents, academic deans, and other administrators. Hence:

Recommendation 4. A minimum of six semester hours in the humanities for the degree of Associate in Applied Science;

Recommendation 5. A minimum of nine semester hours in the humanities for the degree of Associate in Science; and

Recommendation 6. A minimum of twelve semester hours in the humanities for the degree of Associate in Arts.

The *manner* of teaching college courses, as well as the *content* of courses, especially courses with specific humanities content, is vital to the educational process. Instruction in the humanities must engage students extensively in activities that take them beyond the mere acquisition of facts and the comprehension of principles and theories. Students must be asked to understand the human circumstances that the materials address and to consider critically alternative points of view. Therefore:

Recommendation 7. Humanities courses should develop students' abilities to participate in reflective discourse, to question, analyze, and understand. To develop these abilites, humanities classes must include extensive reading, writing, speaking, and critical analysis of the

perspectives, cultures, and traditions that make up our intellectual heritage.

Community colleges serve a wide and varied population, with the typical student body reflecting diversity in age, sex, ethnicity, and interests. The faculty of these institutions, being most familiar with student needs, should take the lead in building appropriate humanities programs. Therefore:

Recommendation 8. The faculty within each institution should develop a comprehensive plan for helping its students achieve knowledge of and sophistication in the humanities. This plan should include a coherent program of courses in sequence, with clear indication of which courses in the humanities are basic, which courses presuppose others, which courses are best taken concurrently with others, and which courses constitute appropriate selection for students who will take limited coursework in the humanities.

It is important that good teaching be the basis for faculty promotion and recognition. To encourage and assist good teachers to continue in the profession and to stimulate others to develop good teaching skills, three recommendations are offered:

Recommendation 9. Evidence of good teaching should be used as an explicit criterion for hiring, promotion, tenure, and other forms of professional recognition. This will demand the development of appropriate measures of teaching ability and effectiveness.

Recommendation 10. Faculty development resources should be used to help faculty develop their teaching skills and further their knowledge of their discipline. Full-time faculty, and in every instance possible, part-time faculty as well, should be encouraged to attend the meetings and conferences and read the publications of those academic organizations which are increasingly turning their attention to the quality of teaching in our colleges.

Recommendation 11. Funds should be made available to college libraries and learning resource centers for the purchase of materials that support research, provide the basis for cultural enrichment, and constitute resources for programs in the humanities.

Humanities studies do not, and should not, end in high school. Neither should they begin and end in college. Courses of humanistic study can and should be integrated so that high schools and colleges can build on the habits of mind and knowledge acquired by students in their early classes and developed in later ones. Therefore, it is recommended that articulation processes be developed to meet these goals:

Recommendation 12. Governing boards, administrators, and faculties of community colleges, high schools, and four-year colleges, should work together to plan a unified and coherent humanities curriculum for their students.

It is urgent that these recommendations be circulated widely to college administrators, legislative officials, and college faculty as well as to the public and private presses.

IV. BACKGROUND

THE AMERICAN ASSOCIATION of Community and Junior Colleges received an emergency grant from the National Endowment for the Humanities to enable community, technical, and junior college leaders to:

- examine *To Reclaim A Legacy: A Report on the Humanities in Higher Education* by William J. Bennett, in terms of its relevance and application to community, technical, and junior colleges, and;
- make specific recommendations regarding humanities requirements for associate degrees awarded by community, technical, and junior colleges.

To accomplish these purposes, AACJC convened a two-day humanities roundtable on June 23-24, 1985, in Washington, D.C., led by Dr. Judith Eaton, chair, AACJC Board of Directors and president, Community College of Philadelphia. Twenty-three participants, selected for the demonstrated commitment to the humanities in community colleges and broad overview of the college scene, attended the meeting. They met at the AACJC offices to discuss the Bennett report; respond to a position paper prepared for the roundtable by Dr. Tziporah Kasachkoff, professor of philosophy, Borough of Manhattan Community College and Dr. Joshua Smith, then chair-elect, AACJC Board of Directors and chancellor, California Community Colleges; and develop a set of recommendations for community college nationwide that offer the various associate degrees.

The recommendations, presented herein, are addressed to community college leaders — presidents, governing boards, administrators, faculty, and curriculum committees. Responsibility for placing the importance of humanities study before the college community and mobilizing activities in its support belongs to each community college president.

Calendar and Bulletin

CONFERENCES

October 16-18, 1986	National Council for Occupational Education, "Linkages for Partnership in Economic and Human Resource Development," San Diego, CA. Program includes a joint panel with CCHA. For further information, contact Charlotte Lee, Madisonville Community College, Madisonville, KY 42431 (502-821-2250).
October 25, 1986	"Literature and the Immigrant Experience," Union County College, Cranford, NJ. For information, contact Fran Close, Program Chairperson, Union County College, Cranford, NJ 07016 (201-276-2600).
November 6-9, 1986	"Humanist Alternatives for the 80's," Association for Humanist Sociology, Philadelpia Centre Hotel, Philadelphia PA. For information, contact Jerold M. Starr, Dept. of Sociology, West Virginia University, Morgantown, WV 26506.
November 11-15, 1986	"Collabortive Learning," English in the Two-Year College Section, SAMLA. For information, contact Grace Ellis, Central Carolina Technical College, 1105 Kelly Drive, Sanford, NC 27330 (919-775-5401).
November 13-15, 1986	Third Biennial Conference on St. Gall, sponsored by Cuyahoga Community College. For information, contact Jerome M. McKeever, Cuyahoga Community College, Parma, Ohio 44130 (216-843-5508).

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November 20-22, 1986	"Tradition and Innovation: The Condition of the Humanities at Community Colleges," CCHA national conference; see pp. 2-4.
March 1-4, 1987	American Association of Higher Education national conference, Chicago Hilton and Towers, Chicago IL. For information, contact AAHE, Suite 600, One Dupont Circle, Washington, DC 20036 (202-293-6440).
April 22-25, 1987	American Association of Community and Junior Colleges 67th Annual Meeting, Loews Anatole Hotel, Dallas, TX. For information, contact AACJC, Suite 410, One Dupont Circle, Washington, DC (202-293-7050).
October-November 1987	CCHA Divisional Meetings. Sites chosen are Central Division: Kirkwood Community College; Eastern Division: County College of Morris (tentative); Southwestern Division: Santa Fe.

RECENT HUMANITIES APPOINTMENTS

LYNNE V. CHENEY, appointed chairman, National Endowment for the Humanities, Washington, DC; she succeeds William J. Bennett, who became secretary of the Department of Education, February 1985.

JAMIL ZAINALDIN, appointed executive director, Federation of State Humanities Councils, Washington, DC; he follows Stephen Weiland, who resigned August 1985.

STANLEY N. KATZ, elected president, American Council of Learned Societies, New York City, NY.

CCHA MEMBERS' APPOINTMENTS

DANIEL MORIARTY, president, Portland Community College (OR).

KATHLEEN ARNS, president, Central Arizona College (AZ).

DAVID L. CLARK, dean of humanities, Keene State College (NH).

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PUBLICATIONS AVAILABLE

The Introductory History Course: Alternative Directions, edited by Steve Curry and David Berry, published by CCHA; $1.50, including postage and handling; order from CCHA.

Criteria for Excellence in Associate in Applied Science Degree Programs, published by the National Council for Occupational Education; $3, including postage and handling; write Russ Paulsen, North Central Technical Institute, 1000 Campus Drive Wausau, WI 54401

The Humanities and the Constitution, resource guide, free while supplies last; write Federation of State Humanities Councils, 1012 14th Street, Washington, DC 20005.

"The United States and the Law," packages of original documents for classroom use; contact Linda Simmons, Education Branch, G-11, National Archives, 7th Street and Pennsylvania Avenue, NW, Washington, DC 20408.

"William Carlos Williams Commemorative Issue," Journal of the Medical Society of New Jersey; celebrating a New Jersey poet and physician; available free from CCHA while supplies last.

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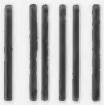

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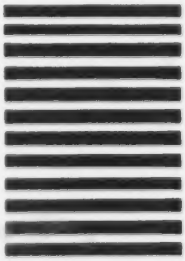

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Blackfeet Community College (MT)
EMIG, JULES
Tulsa Junior College (OK)
EMOND, LOUIS
Dean Junior College (MA)
ENGLISH DEPARTMENT
Indiana University of Pennsylvania (PA)
EPSTEIN, DONALD B.
Clackamas Community College (OR)
EPTON, CHARLES
Clark College (WA)
EVANS, MARY JO
Valencia Community College (FL)

FARLAND, JULIEN M.
Middlesex Community College (MA)
FARMER, W. C.
Pasadena City College (CA)
FAUSER, PATRICIA
Illinois Benedictine College (IL)
FEARRIEN, ROBERT R.
Kapiolani Community College (HI)
FEDOR, JOAN
Highline College (WA)
FEDORKO, KATHY A.
Middlesex County College (NJ)
FERGENSON, LARAINE
Bronx Community College (NY)
FERGUSON, SUSAN
Mountain View College (TX)
FERRY, MARJORIE
Chemeketa Community College (OR)
FIFE, E. THOMAS
James Sprunt Technical College (NC)

BEST COPY AVAILABLE

FINKELSTEIN, BONNIE B.
Montgomery County Community College (PA)
FINKELSTON, CANDACE
St. Louis Community College (MO)
FINKELSTON, TED
St. Louis Community College (MO)
FINNEGAN, MARIANNE
Saratoga Springs, NY
FIOL-MATTA, LIZA
Hostos Community College (NY)
FISHER, NANCY M.
Roane State Community College (TN)
FISHINGER, SONDRA
Union County College (NJ)
FLINT, TOM
North Idaho College (IA)
FLISSER, GRACE
Community College of Philadelphia (PA)
FORAN, DON
Centralia College (AZ)
FORD, RICHARD CHARLES
Muskegon Community College (MI)
FORMAN, EDWARD H.
Community College of Philadelphia (PA)
FORSMAN, JANET
Clinton Community College (NY)
FORSYTH, TONI M.
Los Angeles City College (CA)
FOUNTAIN, BEN E.
North Carolina State University (NC)
FRAESE, RONALD
Cypress College (CA)
FRANCIS, CORTEZ
Manatee Community College (FL)
FRANKLIN, EDDIE M.
Central Florida Community College (FL)
FREDA, ADOLPH F.
Essex County College (NJ)
FREDIN, ROBERT
Mira Costa College (CA)
FREEMAN, KELLER CUSHING
Greenville Technical College (SC)
FRENIER, BOB
Kirkwood Community College (IA)
FRIEBERT, PATRICIA MILLER
Nicolet College & Technical Institute (WI)
FRIEDMAN, ENID
Essex County College (NJ)
FRIEDMAN, F. RICHARD
Central Oregon Community College (OR)
FRY, LELAND J.
Kirkwood Community College (IA)
FUTRELL, KRISTEN A.
Santa Rosa Junior College (CA)

GALLAGHER, BRIAN
LaGuardia Community College (NY)
GALUB, ARTHUR L.
Bronx Community College (NY)
GANZ, DIANNE S.
Montgomery College (MD)
GARA, AIDAN F.
State University of New York (NY)
GARRAT, FRANK
Tacoma Community College (WA)
GAYESKI, NICK
Green River Community College (WA)
GEARS, JILL O'HORA
Pasadena City College (CA)
GEDDES, PATRICIA
Cypress College (CA)
GEIGER, JIM
Virginia-Highlands Community College (VA)
GELLMAN, LOLA B.
Queensborough Community College (NY)
GENTRY, R. B.
Florida Junior College (FL)
GERSON, JESSICA
Dutchess Community College (NY)
GILLERAN, EDMUND J.
Santa Barbara City College (CA)
GILLESPIE, HAROLD R.
Central Oregon Community College (OR)
GLASSON, JAMES
Community College of Rhode Island (RI)
GLOGGER, STEVEN C.
Community College of Philadelphia (PA)
GLOSSNER, ALAN J.
Monroe Community College (NY)
GLOSSOP, RONALD
Southern Illinois University (IL)
GLYNN, DANIEL
Highland Community College (KS)
GOLD, RICHARD
Tacoma Community College (WA)
GOLDBERG, GEORGINE
Green River Community College (WA)
GOLDENBERG, MYRNA
Montgomery College (MD)
GOLDMANN, WILLIAM
Pasadena City College (CA)
GOLDSMITH, MAXINE
NJ Dept. of Higher Education (NJ)
GOOD, FRAN
Longview Community College (MO)
GOODELL, DIANNE
Delaware Technical & Community College (DE)
GOODWIN, MRS. WILLIAM C.
Midlands Technical College (SC)
GRADY, SUSAN H.
Greenville Technical College (SC)
GRAHAM, JO-ANN
Bronx Community College (NY)
GRATTON, MARGARET
Mt. Hood Community College (OR)
GRAY, CHARLES F.
Winston-Salem State University (NC)

BEST COPY AVAILABLE

GREEN, HARRIS R.
DeKalb Community College (GA)
GREENWAY, GERI D.
Midway College (KY)
GREGORY, CONWAY
Chesapeake College (MD)
GRIFFIN, BETTY S.
Spartanburg Methodist College (SC)
GRIGNON, PATRICIA
Saddleback College (CA)
GROSSBACH, BARRY L.
Community College of Philadelphia (PA)
GROSSMAN, JUDITH
Mt. Ida College (MA)
GRUGAN, ARTHUR A.
Holy Family College (PA)
GRUMBACH, AILEEN
Nassau Community College (NY)
GUSTAFSON, HERMAN
Spokane Community College (WA)
GWATHMEY, MARGARET
Skyline College (CA)

HACKETT, CATHY S.
Lexington Technical Institute (KY)
HAGSTROM, ROBERT A.
Jamestown Community College (NY)
HAIST, GORDON K.
University of South Carolina (SC)
HALL, CARL F.
Yuba College (CA)
HALLINGER, JANE S.
Pasadena City College (CA)
HALLISEY, JOAN F.
Aquinas Junior College (MA)
HALTER, SUSAN
Delgado Community College (LA)
HAMILTON, ROBERT
Bellevue Community College (WA)
HANLEY, JOSEPH L.
Community College of Philadelphia (PA)
HANSON, STEVE
Edmonds Community College (WA)
HARDY, MICHAEL D.
Community College of Philadelphia (PA)
HARPER, DIANE
Massachusetts Bay Community College (MA)
HARRIS, BILL
Sandhills Community College (NC)
HARRISON, BILL
Santa Rosa Junior College (CA)
HARRISON, J. DEREK
Monroe Community College (NY)
HARWELL, ANITA S.
Midland College (TX)
HATTAWAY, KAREN
San Jacinto College (TX)
HAYECK, GENEVIEVE
University of Toledo (OH)
HAYS, C. LANSING
Mayfield Publishing Co. (CA)

HEAD, BEVERLY
Atlanta Junior College (GA)
HENDRICKSON, THOM
Cerritos College (CA)
HEPLER, PAUL R.
Craven County Community College (NC)
HERMAN, PAUL
Fraser Valley College (BC)
HERNAN, JOHN J
Montgomery County Community College (PA)
HERSHINOW, SHELDON
Kapiolani Community College (HI)
HERT, JUDITH
San Bernadino Valley College (CA)
HERZFELD, EVA
Mattatuck Community College (CT)
HICKS, LYNN F.
Central Florida Community College (FL)
HIGGINS, DENNIS V.
Glendale, CA
HIGGINS, DONALD T.
Glendale Community College (CA)
HIRSCHBORN, JOYCE D.
South Central Community College (CT)
HIRSCHL, KENNETH L.
Community College of Allegheny County (PA)
HIRSCHY, DAVID
Massasoit Community College (MA)
HOCHSTETTLER, DAVID
Yavapai College (AZ)
HODGDEN, BETTY
Shawnee State Community College (OH)
HODGE, SYLVIA F.
Forsyth Technical Institute (NC)
HOFFMANN, ELLEN
Highline Community College (WA)
HOFFNER, DOROTHEA R.
Union County College (NJ)
HOGAN, LAWRENCE
Union County College (NJ)
HOLLOWELL, REX
Spokane Falls Community College (WA)
HOSHAW, LLOYD
Rock Valley College (IL)
HOWARD, JUDITH J.
Arlington, VA
HOWE, WARREN
Blue Mountain Community College (OR)
HOYLE, MARGARET
Grand Rapids Junior College (MI)
HUDSON, JULIE
Front Range Community College (CO)
HUFFAKER, JERRY
Mesa Community College (AZ)
HULET, RUSS
Fort Steilacoom Community College (WA)

BEST COPY AVAILABLE

HUMANITIES DIVISION
College of the Albemarle (NC)
HUMANITIES DIVISION
Phoenix Community College (AZ)
HUMANITIES AND ART
University of Maine (ME)
HUMMEL, JOSEPH W.
Community College of Philadelphia (PA)
HUSE, RUTH
Weatherford College (TX)
HUTCHINS, VIRGINIA
Dyersburg State Community College (TN)
HYDE, MARGARET
Evergreen Valley College (CA)
HYLANDER, JOAN
Westfield, NJ

IANNI, LINDA
Michigan Council for the Humanities (MI)
ILLERT, PAUL
St. Louis Community College (MO)
IRELAND, TOM
Delgado Community College (LA)
IRWIN, MILLARD
Cabrillo College (CA)
ISRAEL, M. MCKELLAR
Sandhills Community College (NC)

JACOT, ROBERT E.
Triton College (IL)
JALLINGS, ELIZABETH F.
Madison Area Technical College (WI)
JAMIESON, BEVERLY
Mitchell Community College (NC)
JANOSOV, ROBERT A.
Luzerne County College (PA)
JAPPE, FRED
Mesa College (AZ)
JAYNES, PETER H.
Iowa Wesleyan College (IA)
JEFFERY, TOBA
Cuyahoga Community College (OH)
JELFO, DONALD
Cuyahoga Community College (OH)
JELLEMA, LEONARD
Moraine Valley Community College (IL)
JENNINGS, MARY KAY
San Jacinto College (TX)
JENSEN, DARLENNE
South Puget Sound Community College (WA)
JOHANSON, SANDRA
Green River Community College (WA)
JOHNSON, BEN
Southern Arkansas University (AR)
JOHNSON, MARY E.
Highline Community College (WA)
JOHNSON, THOMAS M.
Riverside City College (CA)
JOHNSTON, CONOR
Massasoit Community College (MA)
JOHNSTON, PERCY E.
Mohegan Community College (CT)
JONES, DON F.
Highline Community College (WA)
JONES, LINDA ISLES
Greenville Technical College (SC)
JOY, CARLA M.
Red Rocks Community College (CO)

KAI, FRED S.
El Camino College (CA)
KALFUS, RICHARD
St. Louis Community College (MO)
KANTER, SANFORD
San Jacinto College (TX)
KARBER-GARDNER, DONNA
Mississippi County Community College (AR)
KARNEZIS, GEORGE T.
Monroe Community College (NY)
KASER, PAUL
Kings River Community College (CA)
KATIMS, KATE
Green River Community College (WA)
KATUS, JEAN
Standing Rock Community College (ND)
KAY, JOHN W.
Young Harris College (GA)
KEATING, PAUL
Brookdale Community College (NJ)
KEELER, JOHN M.
County College of Morris (NJ)
KEHRER, GRACE STRONG
Valencia Community College (FL)
KEITH, GEORGE F.
Oakland Community College (MI)
KEKKE, RHONDA
Kirkwood Community College (IA)
KELLEHER, JOHN R.
Luzerne County Community College (PA)
KELLY, C. ROBERT
Sheldon Jackson College (AK)
KELLY, EUGENE
New York Institute of Technology (NY)
KENNEDY, ROBERT A.
Florida Junior College (FL)
KENNY, JOHN C.
Middlesex County College (NJ)
KERNS, THOMAS
North Seattle Community College (WA)
KIDD, ROBERT W.
Cape Cod Community College (MA)
KIES, EDWARD J.
College of DuPage (IL)
KIEVITT, FRANK D.
Bergen Community College (NJ)
KILKEARY, DESMOND
Glendale College (CA)

BEST COPY AVAILABLE

KINNEBREW, MARY JANE
San Jacinto College (TX)
KINNEY, STUART C.
Central Piedmont Community College (NC)
KIRCHNER, LANDON C.
Johnson County Community College (KS)
KIRKWOOD COMMUNITY COLLEGE LIBRARY
Cedar Rapids, IA
KITTENDORF, DORIS
Henry Ford Community College (MI)
KLAUS, ROBERT
Illinois Humanities Council (IL)
KLIMAN, BERNICE W.
Nassau Community College (NY)
KNAPP, LAWRENCE J.
Essex County College (NJ)
KNAUSS, CECILIA V.
Pima Community College (AZ)
KNEAVEL, ANN
Golden Beacom College (DE)
KNISPEL, VIVIAN V.
Brevard Community Colleje (FL)
KNOP, ANNE
Manor Junior College (PA)
KOBER, DIETER
Loop College (IL)
KOCH, ALAN
Chemeketa Community College (OR)
KOCHERSPERGER, REBA
North Harris County College (TX)
KODERER, LAWRENCE C.
J. Sargeant Reynolds Community College (VA)
KOENIG, DIANE
Columbia Greene Comm. College (NY)
KOLAR, ROBERT W.
Triton College (IL)
KOLB, ALFRED
Quinsigamond Community College (MA)
KOWALSKI, MICHAEL
Snow College (UT)
KRAHN, ALBERT E.
Milwaukee Area Technical College (WI)
KRAMER, BARBARA G.
Sante Fe Community College (FL)
KREPS, SARAH E.
Tidewater Community College (VA)
KROL, SISTER CLARICE
Triton College (IL)
KUHNER, ARLENE E.
Anchorage Community College (AK)
KULIA, WILEY
Central Wyoming College (WY)

LAHTI, GLENN
Macomb County Community College (MI)
LAING, JEFFREY M.
Santa Fe Community College (NM)
LAIPSON, HANNAH
Quinsigamond Community College (MA)
LAMBERT, RUTH
Sante Fe Community College (FL)
LANCASTER, JIM
Midlands Technical College (SC)
LANE, GEORGE
Lasell Junior College (MA)
LANGEVIN, EDGAR
Framington State College (MA)
LANGHANS, MARGARET
Orange Coast College (CA)
LANNON, E. H., III
Dyersburg State Community Colleg (TN)
LAPAGLIA, NANCY
Daley College (IL)
LAPP, RUDOLPH M.
College of San Mateo (CA)
LARIMER, DANIEL M.
Northampton County Area Communit College (PA)
LAURIE, JUDITH A.
Ocean County College (NJ)
LAVRAKAS, LEFTERIS
Costa Mesa College (CA)
LAWRENCE, ROBERT
Jefferson Community College (KY)
LEARY, MARY JANE
Kirkwood Community College (IA)
LEDUC, ERNEST
College of DuPage (IL)
LEE, CONNIE S.
York Technical College (SC)
LEE, LINDA M.
Forsyth Technical Institute (NC)
LEE, MARGARET B.
Oakton Community College (IL)
LEHTINEN, HELENE
Ulster County Comm. College (NY)
LEISTRA, RONALD M.
Portland Community College (OR)
LEMROW, JOSEPH H.
Southwestern Michigan College (MI)
LENNOM, E. H. III
Dyersburg State Community College (TN)
LEVER, KAREN M.
Clackamas Community College (OR)
LEVIS, R. C.
Pasadena City College (CA)
LEVY, ELAINE
Queensborough Community College (NY)
LEW, ANNETTE
Hawaii Committee for the Humanities (HI)
LEWIS, JUDY
Goldsboro Public Schools (NC)
LEWIS, KAREN
Casper College (WY)
LIDH, ERIC
Lurleen B. Wallace State Junior College (AL)
LINDBLAD, JERRI
Frederick Community College (MD)

BEST COPY AVAILABLE

LINDEMER, GEORGE C.
Seton Hall University (NJ)
LINETT, ALEXANDRA
Delaware Technical & Community College (DE)
LINNETTE, VALLETA H.
Mesa College (CA)
LOFARO, DOMINIC
La Guardia Community College (NY)
LOMAN, SANDRA L.
Madison Area Technical College (WI)
LOMBER, ELAINE
Community College of Finger Lakes (NY)
LOOMIS, PATRICIA A.
Jefferson College (MO)
LOUIS, HENRY
Kansas City Kansas Community College (KS)
LOWERY, MARVIN W.
Daytona Beach Community College (FL)
LOY, WILLIS L.
St. Louis Community College (MO)
LUKENBILL, JEFFREY D.
Miami-Dade Community College (FL)
LUKIN, LEONARD
Tacoma Community College (WA)
LUTTRELL, WILLIAM
DeKalb Community College (GA)
LUTZ, GRETCHEN
San Jacinto College (TX)

MABRY, THEO
Orange Coast College (CA)
MACKEDON, MICHON
Western Nevada Community College (NV)
MADER, EVA R.
North Seattle Community College (WA)
MAEL, PHYLLIS
Pasadena City College (CA)
MAFFETT, JIM
Rogue Community College (OR)
MALYON, HARLAND
Tacoma Community College (WA)
MAMMON, MARIELAINE
County College of Morris (NJ)
MANFRED, MADGE L.
Mohegan Community College (CT)
MARAFINO, ELIZABETH A.
Tunxis Community College (CT)
MARCUS, ANNE
Edison Community College (FL)
MARQUARDT, LEWIS R.
Buda, TX
MARSHALL, CYNTHIA
Skyline Community College (CA)
MARTINES, CHARLOTTE
Jamestown Community College (NY)
MARTY, MYRON
Drake University (IA)
MASON, SUSAN A.
Tomplins Cortland Community College (NY)
MATHESON, KENNETH C.
Lasell Junior College (MA)
MATTEI, CARLOS RAMOS-
University of Puerto Rico (PR)
MATTHEWS, MARY F.
Illinois Central College (IL)
MAXYMUK, WALTER
Ocean County College (NJ)
MAY, TIMOTHY
Yuba Community College District (CA)
MEEKS, JOYCE D.
Frederick Community College (MD)
MEGGINSON, W. J.
CCHA (PA)
MIERENDORF, CONSTANCE
Minneapolis Community College (MN)
MELLEN, ABIGAIL
Katharine Gibbs School (NY)
MELTZER, SHARON B.
Chicago, IL
MEMORIAL LIBRARY
Bethany Lutheran College (MN)
MERRILL, MARTHA C.
Community College of Morris (NJ)
MESSERSMITH, JEFF
Seminole Community College (FL)
METTY, MICHAEL P.
Tanana Valley Community College (AK)
MICHNA, JUDITH A.
DeKalb Community College (GA)
MIDTOWN LIBRARY
Shelby State Community College (TN)
MILES, CELIA
Asheville-Buncome Technical Institute (NC)
MILLER, BONNIE
Highline Community College (WA)
MILLER, GUNHILD
Rockland Community College (NY)
MILLER, JIMMY H.
New Mexico State University (NM)
MILLER, JOHN
Umpqua Community College (OR)
MILLER, LAVERNE
Montgomery College (MD)
MILLER, MARIA B.
Jefferson Community College (KY)
MILLER, ROSEMARY
New Jersey Consortium on the Community College, Inc. (NJ)
MILWAUKEE AREA TECHNICAL COLLEGE LIBRARY
Milwaukee, WI
MISSIMER, CONNIE
Los Medanos College (CA)
MITCHELL, GRACE N.
Cabrillo College (CA)
MITTELSTET, STEVE
Richland College (TX)
MIYA, PAMELA A.
University of Nebraska (NE)

BEST COPY AVAILABLE

MOLANPHY, HELEN
Richland College (TX)
MOLLOY, MICHAEL
Kapiolani Community College (HI)
MONAGHAN, MARY O.
Central Oregon Community College (OR)
MONROE COMMUNITY COLLEGE LIBRARY
Rochester, NY
MONTANA COMMITTEE FOR THE HUMANITIES
Missoula, MT
MONTGOMERY, KATHERINE
Davidson County Community College (NC)
MONTGOMERY, PAUL
University of Minnesota Technical College (MN)
MOORE, BRENDA B.
Wilkes Community College (NC)
MOORE, DEORTHA
Daytona Beach Community College (FL)
MOORE, NANCY
Green River Community College (WA)
MOORE, REGINA
Bergen Community College (NJ)
MOORE, W. T.
Whatcom Community College (WA)
MOORMAN, RICHARD
Chesterfield Marlboro Technical College (SC)
MORAN, CHARLES
University of Massachusetts (MA)
MORAN, TERRY
Kirkwood Community College (IA)
MOREMEN, MERRILL R.
Fullerton College (CA)
MORGAN, DAN
Scott Community College (IA)
MORIARTY, DANIEL
Triton College (IL)
MORRIS, KEVIN
Greenville Technical College (SC)
MORRISON, DOROTHY
Seminole Community College (FL)
MOSLEY, AUDREY
St. Philip's College (TX)
MOULTON, JANICE
Golden Gate University (CA)
MRAZ, JOAN
South Seattle Community College (WA)
MULKEY, GWENDEL D.
Tarrant County Junior College (TX)
MUNDHENK, ROBERT T.
Northampton County Area Community College (PA)
MURDACH, JO ANN
Chabot College (CA)
MURPHY, BARBARA
Portland Community College (OR)
MURPHY, MIRIAM L.
New Jersey Committee for the Humanities (NJ)
MYERS, JOHN T.
University of South Carolina, (SC)
MYERS, TOM
Highland Community College (IL)

McADAMS, CHARLES
Brookhaven College (TX)
McANINCH, JERRY B.
Midlands Technical College (SC)
McCARTHY, JAMES R.
Milwaukee Area Technical College (WI)
McCLELLAN, LARRY A.
Governor's State University (IL)
McDONNAL, SHIRLEE
Schapiro & Thorn, Inc. (CA)
McDOWELL, MICHAEL
Portland Community College (OR)
McGLYNN, ANGELA P.
Mercer County Community College (NJ)
McGRATH, DENNIS
Community College of Philadelphia (PA)
McKAY, KATHRYN
Kirkwood Community College (IA)
McKENDRY, JOHN
County College of Morris (NJ)
McKINNEY, DAPHNE
New York City Technical College (NY)
McLEOD, JAMES R.
North Idaho College (ID)
McMANUS, JOHN
Umpqua Community College (OR)
McNAMARA, LOIS LAMMERS
Valencia Community College (FL)
McNEILL, NAYAN
Foothill College (CA)
McWHIRT, MARY CAROL
Sinclair Community College (OH)

NAFUS, CHARLES
Austin Community College (TX)
NAGEL, SUSAN
Dutchess Community College (NY)
NAGLE, JAMES
Danville Area Community College (IL)
NAKAMURA, CAROLINE C.
Kapiolani Community College (HA)
NAPERVILLE LEARNING CENTER
Naperville, IL
NAPOLI, DOROTHY F.
University of Cincinnati (OH)
NEAL, WARREN
Oklahoma City Community College (OK)
NEELEY, MATTHEW
Lord Fairfax Community College (VA)
NELSON, BONNIE A.
Glendale Community College (AZ)
NELSON, JO ANN
Kansas City Kansas Community College (KS)

BEST COPY AVAILABLE

NEMEYER, DONALD
Essex County College (NJ)
NESTEBY, JAMES SWEID
Paducah Community College (KY)
NEUMANN, LESLIE
Forsyth Technical College (NC)
NEWBILL, JAMES
Yakima Valley College (WA)
NEWCOMER, GRACE G.
Westchester Community College (NY)
NEWMAN, WILLIAM S.
Dekalb College (GA)
NEW YORK COUNCIL FOR THE HUMANITIES
New York City, NY
NIBLEY, LINDA S.
Glendale Community College (CA)
NICKLAUS, CAROL
Amarillo College (TX)
NIMCHINSKY, HOWARD
Kingsborough Community College (NY)
NORTON, JOHN
Moraine Valley Comm. College (NY)

OBERLINK, THOMAS RALPH
Kalamazoo Valley Community College (MI)
O'BERRY, GREGORY H.
Florida Keys Community College (FL)
O'BRIAN, LEONARD
Elgin Community College (IL)
O'BRIEN, WILLIAM A.
J. Sargeant Reynolds Community College 9VA)
O'DELL, EARLENE R.
Tri-Cities State Technical Institute (TN)
OELKE, KARL
Union County College (NJ)
OETTINGER, CAROLYN O.
Piedmont Technical College (NC)
OLAFSON, PAT
San Diego Mesa College (CA)
OLIVI, ALFRED
Essex County College (NJ)
OLSEN, KAREN
Dundalk Community College (MD)
OLSON, FREDERICK
Shoreline Community College (WA)
OLSON, RICHARD
Highline Community College (WA)
OLSZEWSKI, FATHER BERNARD
Hilbert College (NY)
O'NEILL, KATHERINE B.
Harcum Junior College (PA)
O'NEILL, JAIME
South Puget Sound Community College (WA)
O'NEILL, JAMES
Umpqua Community College (OR)
OPPER, EDWARD
Greenville Technical College (SC)
OSBORN, FRANCES P.
Monroe Community College (NY)

O'SULLIVAN, JOHN
Harford Community College (MD)
OSWALD, BETTY
Mississippi Gulf Coast Junior College (MS)
OUSE, ROD
Cabrillo College (CA)
OWEN, BETTY
Broward Community College (FL)
OWEN, H. JAMES
Tri-Cities State Technical Institute (TN)

PADILLA, JAIME
Kirkwood Community College (IA)
PASCAL, NANETTE R.
Richland College (TX)
PASCH, WILLIAM A.
Clayton Junior College (GA)
PASQUA, THOMAS M.
Southwestern College (CA)
PASSELT, NANCY
Midlands Technical College (SC)
PATEL, MONIKA
Oakton Community College (IL)
PATTERSON, DEBORAH
Edison Community College (FL)
PATTON, JOHN J.
Atlantic Community College (NJ)
PATTON, LARRY
Butler County Community College (KS)
PECORINO, PHILIP A.
Queensborough Community College (NY)
PELTON, MARGARET M.
Miami-Dade Community College (FL)
PENNINGTON, ELIZABETH
Valencia Community College (FL)
PENNINO, EILEEN M.
Norwalk Community College (CT)
PERABO, GEORGE W.
Ocean County College (NJ)
PERRENOD, VIRGINIA M.
North Harris County College (TX)
PERRY, JAMES
Hillsborough Community College (FL)
PETERSON, ALAN J.
North Dakota State School of Science (ND)
PETERSON, ART
Middlesex County College (NJ)
PETERSON, CLIFFORD S.
Quinsigamond Community College (MA)
PETERSON, RUSSELL O.
College of Lake County (IL)
PETIT, SUSAN
College of San Mateo (CA)
PETTY, STEPHEN
Santa Rosa Junior College (CA)
PFEIFFER, RAYMOND S.
Delta College (MI)
PICKENS, PHYLLIS C.
Burlington County College (NJ)

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PICKETT, JANET E. T.
Madison, NJ
PIERCE, MARTHA J.
North Harris County College (TX)
PIERCE, TOM
South Seattle Community College (WA)
PIERPONT, PHILLIP E.
Shircliff Humanities Center (IN)
PIETAK, RAYMOND A.
Joliet Junior College (IL)
PLACKOWSKI, LINDA C.
Delta College (MI)
PLUCKER, ROBERT
Skagit Valley College (WA)
PLUNKETT, CHARLES R.
Canada College (CA)
PLUNKETT, HELEN C.
Berkshire Community College (MA)
POGUE, BARBARA G.
Essex County College (NJ)
POLLOCK, AGGIE
Jefferson State Junior College (AL)
PONTRELLI, JEANNY
Truckee Meadows Community College (NV)
POPSON, JOSEPH
Macon Junior College (GA)
PORTER, DONALD
College of San Mateo (CA)
PORTOLAN, JANET S.
Fullerton College (CA)
POST, GAINES, JR.
Claremont McKenna College (CA)
POTTERTON, JAMES E.
San Jose City College (CA)
PRAGER, CAROLYN
Hudson County Community College (NJ)
PREISSER, THOMAS M.
Sinclair Community College (OH)
PRENDERGAST, NANCY
Triton College (IL)
PRESKORN, BARBARA J.
Front Range Community College (CO)
PRESLEY, HORTON
Dalton Junior College (GA)
PRESSMAN, SYDNEY
Russell Sage Junior College of Albany (NY)
PRICE, CYRIL H.
Hoston Community College (NY)
PRIDGEN, LYNNE
Clinton, NC

QUAN, HENRY
College of San Mateo (CA)
QUEARY, LOUIS B.
Central Oregon Community College (OR)
QUINN, James
Loop College (IL)
QUINSIGAMOND COMMUNITY COLLEGE LRC
Worcester, MA
QUINTANA, YAMILE
Miami-Dade Community College (FL)

RABB, THEODORE K.
Princeton University (NJ)
RAIFORD, NORMAN G.
Greenville Technical College (SC)
RAMIREZ, DIANE N.
College of the Desert (CA)
RAPP, ADRIAN
North Harris County College (TX)
RASNICK, DEBBIE W.
Virginia-Highlands Community College (VA)
RASSWEILER, ANNE D.
University of Pennsylvania (PA)
REBER, ED
Dixie College (UT)
REDMOND, MICHAEL D.
Bergen Community College (NJ)
REEB, RICHARD, JR.
Barstow Community College (CA)
REEDY, VIRGINIA L.
Tarrant County Junior College (TX)
REESE, THELMA
Community College of Philadelphia (PA)
REHBEIN, EDITH S.
Middlesex County College (NJ)
REICH, NINA P.
Russell Sage Junior College (NY)
REICHARD, MAX
Delgado Community College (LA)
REID, JANICE
Clark County Community College (NV)
REMING, PATRICIA A.
San Diego Mesa College (CA)
REYNOLDS, BRADLEY
College of the Canyons (CA)
RHODES, WILLIAM A.
Germanna Community College (VA)
RICHARD, TOM
Clackamas Community College (OR)
RICKNER, DONALD
Irvine Valley College (CA)
RIEDLING, GERALD L.
Jefferson Community College (KY)
RIGIK, ELNORA
Brandywine College (DE)
RIKER, RICHARD
Brandywine College (DE)
RISDAHL, GERALD
Walters State Community College (TN)
RISSOVER, FREDRIC
St. Louis Community College (MC)
RIST, MARY F.
Greenville Technical College (SC)
RIVERS, LOUIS
New York City Technical College (NY)
ROBINSON, ALICE V.
Nassau Community College (NY)
ROBINSON, BYRON T.
Technical College of Alamance (NC)

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ROBINSON, NOEL P.
County College of Morris (NJ)
ROBY, THOMAS
Chicago City Colleges (IL)
RODERER, LAWRENCE C.
J. Sargeant Reynolds Community College (VA)
ROEDER, GORDON
North Dakota State University (ND)
ROLLER, DALE A.
Amarillo College (TX)
ROSENWASSER, MARIE
North Seattle Community College (WA)
ROSS, DUANE J.
College of DuPage (IL)
ROSSER, JENNIFER
Bunker Hill Community College (MA)
ROWE, DREW
James Sprunt Technical College(NC)
ROWLAND, MARTHA
Massachusetts Bay Community College (MA)
RUBIN, DEBORAH
Nassau Community College (NY)
RUIZ, RICHARD B.
Bakersfield College (CA)
RUSH, SOLVEIGA
University College (OH)
RUSSELL, ALEXANDER G.
Community College of Philadelphia (PA)
RYAN, LOIS
Manchester Community College (CT)

SAHR, HADASSAH
Teacher's College (NY)
SALTZ, THOMAS E.
Skyline College (CA)
SALWIERAK, MARIAN
St. Gregory's College (OK)
SALZINSKI, JUDITH B.
Orange Coast College (CA)
SAMUELS, JACQUELINE
Union County College (NJ)
SAMUELSON, JOAN
North Harris County College (TX)
SANBORN, DONALD H.
Loop College (IL)
SANDERS, WILLIAM R.
Surry County Community College (NC)
SANDOVAL, RUBEN
Passaic County Community College (NJ)
SARGEANT, CHARLOTTE W.
Greater New Haven State Technical College (CT)
SASSI, MARY
Rancho Santiago College (CA)
SAVOIE, PATRICIA O.
Pasadena City College (CA)
SAWREY, SUSANNA
Green River Community College (WA)
SCALES, LURA
Hinds Junior College (MS)
SCALZITTI, EDMOND J.
Truman College (IL)
SCHEPER, GEORGE
Essex Community College (MD)
SCHMERHORN, KAREN R.
Community College of Philadelphia (PA)
SCHERTZ, LEANNE
Illinois Central College (IL)
SCHINDLER, DIANN
Olympic College (WA)
SCHIWEK, BEATE A.
New Jersey Dept. of Higher Education (NJ)
SCHMELTEKOPF, DONALD D.
Mars Hill College (NC)
SCHMIDT, ROGER L.
San Bernadino Valley College (CA)
SCHMITT, SUE S.
North Seattle Community College (WA)
SCHMONSKY, PAM COLLINS
Columbia-Greene Community College (NY)
SCHULTE, M. T. G.
Montgomery College (MD)
SCHULTZ, ELAINE D.
Montgomery County Community College (PA)
SCHULZ, HELENE P.
Polk Community College (FL)
SCHULZ, JAMES P.
Malcom X College (IL)
SCOTT, JOYCE H.
Massachusetts Bay Community College (MA)
SCOTT, JUDITH O.
Sandhills Community College (NC)
SCULL, SHARON D.
Glendale Community College (CA)
SEABROOK, JOHN H.
Essex County College (NJ)
SEELOS, MARY R.
Glendale Community College (CA)
SEGUIN, MICHAEL
Sauk Valley College (IL)
SEITZ, MICHAEL
Passaic County Community College (NJ)
SELTZER, MADELINE
Manor Junior College (PA)
SEMSEN, LEE
Green River Community College (WA)
SESSIONS, ROBERT
Kirkwood Community College (IA)
SEYMOUR, EVAN
Community College of Philadelphia (PA)
SHANNON, MARY LOUIS
Florida Junior College (FL)
SHEA, MICHAEL
Lawrenceville, NJ
SHELLADA, LEAH
Marin Community College (CA)

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SHEPPARD, JUNE M.
Denver Araria Community College (CO)
SHEPPARD, WILLIAM A.
Denver Araria Community College (CO)
SHERIDAN, ELAINE
Manchester Community College (CT)
SHIELDS, EVELYN
Delta College (MI)
SILVERMAN, LOUISE C.
Ocean County College (NJ)
SIMMONS, ROBERT B.
Calhoun State Community College (AL)
SIMONSEN, MARTHA
William Rainey Harper College (IL
SIMONSON, CAROLYN
Tacoma Community College (WA)
SIMPSON, MARY
Rock Valley College (IL)
SITA, MICHAEL
Pima Community College (AZ)
SIVERLY, WILLIAM
Portland Community College (OR)
SKERRY, PHILIP
Lakeland Community College (OH)
SKINNER, EDYTH
County College of Morris (NJ)
SLATER, ANNE B.
Frederick Community College (MD)
SLAUGH, CAROLE J.
North Harris County College (TX)
SLAUGHTER, JOHN ETTA
St. Philip's College (TX)
SLEDGE, LINDA CHING
Westchester Community College (NY
SLOAN, KATHERINE
Quinsigamond Community College (MA)
SLONECKER, WILLIAM G.
Richland College (TX)
SMITH, Anneliese
State University of New York (NY)
SMITH, DOREEN
Northampton Community College (PA)
SMITH, HARRIET N.
Delaware Technical & Community College (DE)
SMITH, J. W.
Trinity Valley Community College (TX)
SMITH, MARINA V.
Antelope Valley College (CA)
SMITH, MICHAEL W.
St. Philip's College (TX)
SMITH, MONTY W.
Broward Community College (FL)
SMITH, MYRNA
Somerset County College (NJ)
SMITH, NORMAN K.
Delaware County Community College (PA)
SMITH, RONALD C.
Anchorage Community College (AK)
SNYDER, LUELLA
Parkland College (IL)
SOLGANICK, HARVEY
Eastfield College (TX)
SOUTHWEST WILCOX LRC
Kauai Community College (HI)
SPARKS, VIRGINIA B.
Technical College of Alamance (NC)
SPEAR, MARTIN
Community College of Philadelphia (PA)
SPELLANE, GEORGE T.
Delaware County Community College (PA)
SPIERS, ANN
Highline Community College (WA)
SPIRO, JOSEPH
Pasadena City College (CA)
SPOERL, LINDA
Highline Community College (WA)
SPRAUGE, BRINTON
North Seattle Community College (WA)
STACKENWALT, FRANCIS M.
Memphis State University (TN)
STALEY, HELEN R.
Russell Sage College (NY)
STEBBINS, YVONNE
Sinclair Community College (OH)
STENEHJEM, MILLIE
Yakima Valley Community College
STEPHENSON, ANN
Southwestern College (CA)
STEVENS, GREGORY I.
State University of New York (NY)
STEVENS, KATHLEEN
Spokane Community College (WA)
STEVENS, R. A.
San Juan College (NM)
STIETZEL, ERIC R.
Foothill College (CA)
STILL, DAVID B.
Cape Cod Community College (MA)
STILLS, JAMES W. R.
Gateway Technical Institute (WI)
STINNEFORD, EARL P.
Sheridan College (NY)
STOKES, LISA
Seminole Community College (FL)
STORINGER, RICHARD L.
Oakton Community College (IL)
STOUT, BARBARA
Montgomery College (MD)
STRANGEMAN, HAROLD
Lake Land College (IL)
STRONG, MARIANNE
Prince George's Community College (MD)
STUCKEY, CLIFTON W.
Sandhills Community College (NC)
STUHR, MARGARET
Goldey Beacom College (DE)
SUAREZ, LOUIS M.
Lorain County Community College (OH)

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SUKYS, PAUL
North Central Technical College (OH)
SULLIVAN, CHARLES
Community College of Rhode Island (RI)
SUMMERLIN, MITCHELL E.
Calhoun Community College (AL)
SUMMERS, MARK
Kauai Community College (HI)
SUPPES, LAVONA
Barton County Community College (KS)
SUTCLIFFE, R. GREGORY
Lehigh County Community College (PA)
SUTTLE, BRUCE B.
Parkland College (IL)
SWEENEY, WILLIAM R.
Greenfield Community College (MA)
SWISHER, GLORIA
Shoreline Community College (WA)
SWOFFORD, RON
DeKalb Community College (GA)
SYLTE, JUDITH A.
North Idaho College (ID)

TAMARKIN, TOBY
Manchester Community College (CT)
TATE, BENJAMIN B.
Macon Junior College (GA)
TAYLOR, GORDON
Yuba College (CA)
TEACHER'S COLLEGE LIBRARY
Columbia University (NY)
TEAFF, CAROL
West Virginia Northern Community College (WV)
TECHNICAL COLLEGE OF ALAMANCE
Library (NC)
TEMPLE-HIGGINS, KAREN
Clatsop Community College (OR)
TERHUNE, ROBERT
Houston Community College (TX)
TERREY, JOHN N.
State Board for Community College Education (WA)
TERWILLIGER, LEATHA
Mott Community College (MI)
TEVEROW, PAUL
Missouri Southern State College (MO)
THAGARD, SYLVIA
RockinghAm Community College (NC)
THAYER, RUSSELL L.
Delta College (MI)
THOMAS, EDMUND T.
Niagara County Community College (NY)
THOMPSON, FRED
Peninsula College (WA)
THOMPSON, MARJORIE A. B.
Sinclair Community College (OH)
THOMPSON, PAUL N.
Bellevue Community College (WA)
THORN, JOE
City College of San Francisco (CA)
THORNE, C. SHELDON
Golden West College (CA)
THORNTON, J. FRANK
Houston Community College System (TX)
THORPE, JIM
Saddleback College (CA)
TIERNEY, GILBERT
William Rainey Harper College (IL)
TILLAPAUGH, REBECCA
Midland College (TX)
TILLMAN, JOE
James Sprunt Technical College (NC)
TOBUREN, DON
Pikes Peak Community College (CO)
TOMKINS, BARRY
Hudson County Community College (NJ)
TOOKER, STEPHEN M.
Massasoit Community College (MA)
TORRES de JAVIER, OLGA
Colegio Universitario Metropolitano (PR)
TOWER, GAEL
South Seattle Community College (WA)
TRACHY, CAROLE L.
Valencia Community College (FL)
TRASK, DAVID S.
Greenville Technical College (SC)
TREECE, PAUL R.
Granville, OH
TROESTER, ROSALIE
Sapinow Valley State College (MI)
TUCKER, VETA
Grand Rapids Junior College (MI)
TURCOTTE, E. GUY
Mt. Washusett Comm. College (MA)
TURMELLE, HOWARD A.
Foothill Community College (CA)
TWIGG, HELEN
Valencia Community College (FL)

ULISSE, PETER
Housatonic Community College (CT)
URABE, SANDRA S.
Foothill-DeAnza Community College District (CA)
URBAN, JOAN
Amarillo College (TX)
USPEL, RICH
Waukesha County Technical Institute (WI)
VANCAMP, VIRGINIA
Spokane Community College (WA)
VANTINE, DIANE
Aims Community College (CO)
VENZA, STEPHANIE
Brookhaven College (TX)
VILLADSEN, ALICE W.
John C. Calhoun State Community College (AL)

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VILLANUEVA, ALFREDO
Hostos Community College (NY)
VIOLA, CAROL
Waubonsee Community College (IL)
VISCEGLIA, MARY
Camden County College (NJ)
VIZUETTE, SUSAN
Glendale College (CA)
VOIGT, RICHARD C.
Northampton County Area
Community College (PA)
VONELLA, JUDITH A.
New Jersey Humanities Media
Resource Service (NJ)

WADLEIGH, LINDA G.
El Camino College (CA)
WAGNER, DIANE
Wilkes Community College (NC)
WAHLGREEN, ANNETTE
Garland County Community College
(AR)
WALL, CAROLYN
Spokane Community College (WA)
WALLACE, STEPHEN A.
Pima Community College (AZ)
WALLIN, DESNA L.
Lincoln Land Community College
(IL)
WALSH, ANTHONY W.
Hudson Valley Community College
(NY)
WALTER, JAMES
Sinclair Community College (OH)
WALTER, JUDITH M.
New York City Technical College
(NY)
WARD, MARILYN S.
Brookhaven College (TX)
WARE, G. LEWIS
Community College of
Philadelphia (PA)
WARNER, RUTH
Portland Community College (OR)
WARRICK AUDREY
Monroe County Community College
(MI)
WATERS, DOLORES
Delgado Community College (LA)
WATSON, BRUCE
Community College of
Philadelphia (PA)
WAUGH, GLORIA E.
Austin Community College (TX)
WAUGH, SUSAN W.
St. Louis Community College (MO)
WEATHERBIE, KEN
Del Mar College (TX)
WEAVER, EVA
Highline Community College (WA)
WEICK, GEORGE
Midway College (KY)
WEIGIL, CAMELIA
Cerritos College (CA)

WEINSTEIN, ROCHELLE
Borough of Manhattan
Community College (NY)
WELLS, GENE W.
Westark Community College (AR)
WELLS, KAREN
Mississippi County
Community College (AR)
WENTZ, GUS
Tri-County Technical
College (SC)
WEST, BYRAN
Spokane Falls
Community College (WA)
WEST, LYNN
Spokane Falls
Community College (WA)
WHEELER, JOHN F.
Union County College (NJ)
WHISONANT, MARY
University of South Carolina (SC)
WHITE, DARRINGTON W.
New York City, NY
WHITE, HAROLD A.
Massachusetts Bay
Community College (MA)
WHITE, KATHLEEN S.
Pima Community College (AZ)
WHITFIELD, ASHLEY F.
Davidson County
Community College (NC)
WHITNEY, PATTY
Portland Community College (OR)
WICKETT, KATHRYN L.
Miami-Dade Community
College (FL)
WIEHL, INGA
Yakima Valley College (WA)
WILL, NORMAN
Union County College (NJ)
WILLIAMS, MARGARET D.
Genesee Community College (NY)
WILLIAMS, MARY
Tarrant County Junior College (TX)
WILLIAMS, RICHARD L.
Glendale Community College (CA)
WILSON, ARNOLD
University College (OH)
WILSON, JOHN K.
Mott Community College (MI)
WILSON, NED M.
New York City, NY
WINN, ROBERT
College of the Redwoods (CA)
WINSTON, PAUL
Oakland Community College (MI)
WINTERS, ROBERT
Whatcom Community College (WA)
WISE JUDITH B.
Clark Technical College (OH)
WITT, LANELLE
Eastern New Mexico
University (NM)
WITT, STANLEY F.
Pima Community College (AZ)

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WITTIG, MICHAEL
Waukesha County
Technical Institute (WI)
WIZANSKY, RICHARD M.
Greenfield Community College (MA)
WOLFE, KIRKE
Portland Community College (OR)
WOOD, KATHY S.
Paducah Community College (KY)
WREN, LESTA C.
Monroe Community College (NY)
WRIGHT, FRANK
Delgado Community College (LA)
WRIGHT, THOMAS K.
St. Gregory's College (OK)
WYLIE, ROBERT W.
Amarillo College (TX)
WYNTIES, SHERRIN M.
Belmont, TX
YAMAMOTO, LOUISE
Kapiolani Community College (HI)
YANOFF, KARIN L.
Community College of Philadelphia
(PA)
YORK, PERRY LAMAR
DeKalb Community College (GA)

YOUNG, JOAN C.
Palm Beach Junior College (FL)
YOUTH, HELEN
Montgomery College (MD)

ZANDY, JANET
Monroe Community College (NY)
ZEIGLER, LINDA K.
Tyler Junior College (TX)
ZIEGLER, LAWRENCE
Cincinnati Technical College (OH)
ZILLES, LEN
Seminole Community College (FL)
ZIMMERMAN, DANIEL
Middlesex County College (NJ)
ZIMMERMAN, JERRY
Lower Columbia College (WA)
ZIMMERMAN, ROGER V.
Lewis and Clark College (IL)
ZIRNITE, GEORGE
Union County College (NJ)
ZOLTAK, MIKE
Spokane Community College (WA)
ZUSSMAN, STEVEN A
Oakton Community College (IL)

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Constitution of
THE COMMUNITY COLLEGE HUMANITIES ASSOCIATION

Article I — NAME OF ASSOCIATION

The name of this organization shall be THE COMMUNITY COLLEGE HUMANITIES ASSOCIATION.

Article II — PURPOSE

Section 1. The purpose of the Community College Humanities Association shall be to promote the exchange of ideas and to encourage creative and scholarly activity in the humanities, to facilitate the professional work of teachers of the humanities, and otherwise to advance the humanities in community and two-year colleges by whatever means appropriate.

Section 2. The purpose of the Association is exclusively educational, literary, and scientific within the meaning of section 501 (c) 3 of the Internal Revenue Code of 1954.

Section 3. The purpose of the Association shall be served by

a. The holding of regular meetings at which addresses, papers, and discussions of significance to humanities education and scholarship are presented;
b. The publication of the proceedings, a newsletter, as well as such additional items as may be germane to the purpose of the Association;
c. The work of the national office and of the standing and special committees of the Association;
d. The sponsoring of projects addressing particular needs in the teaching of the humanities;
e. Such other means as may be deemed appropriate by the Board of Directors.

Article III — MEMBERSHIP

Section 1. Membership is open to any one interested in the purposes of this Association. Individuals and institutions shall become members upon the Executive Director's receipt of dues.

Section 2. The privilege of voting at a divisional business meeting and receiving mail ballots of that division shall be limited to members geographically located within that division, as specified in Article IV, 2.

Section 3. The annual dues of members shall be fixed by a majority vote of the Board of Directors of the Association.

Article IV — MEETINGS OF THE ASSOCIATION

Section 1. The Community College Humanities Association shall hold regular meetings each year, ordinarily one in or near each geographical division.

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Section 2. For the purpose of planning programs and making other arrangements for the regular meetings of the Association, as specified in Section 1, there shall be respectively a Central Division (IL, IN, IA, MI, MN, MO, NB, ND, OH, SD, WI), an Eastern Division (CT, DC, DE, MA, MD, ME, NH, NJ, NY, PA, PR, RI, VT), a Pacific-Western Division (AK, CA, HI, ID, MT, NV, OR, WA, WY), a Southern Division (AL, FL, GA, KY, MS, NC, SC, TN, VA, WV), and a Southwestern Division (AR, AZ, CO, KS, LA, NM, OK, TX, UT).

Section 3. Each regular meeting shall include an appropriate humanities program, a business meeting, and such other events as the divisional executive committee may deem fitting and consonant with the purposes of the Association. At each business meeting reports of the Board of Directors on the affairs of the Association and of the divisional executive committee on the affairs of the division shall be presented.

Section 4. Times and locations of the meetings arranged by the division shall be set by the divisional executive committee in consultation with the national office of the Association.

Section 5. Special meetings of the division or of the national Association may be called, given at least 60 days notice to the membership. Special national meetings may be called by the Board of Directors; special divisional meetings may be called jointly by the Board and the executive committee of the division.

Article V — OFFICERS OF THE DIVISIONS

Section 1. Each division shall elect officers at the regular business meeting of the Association which is arranged by that division. It shall be free to determine offices and manner of nomination for office, provided that

a. The responsibility for the affairs of the division be entrusted to an executive commmittee which shall include at least a president and a secretary.
b. The terms of the president and of the secretary of the division are two years and staggered;
c. No divisional officer shall serve more than two successive terms in the same office; and
d. The officers be chosen from among the members of the Association in that division.

Section 2. Each division shall be free to determine the duties of its officers, provided that

a. The president prepare a report to be delivered at the regular business meeting of his/her division and to be published subsequently in the proceedings of the Association.
b. The secretary keep records of the division and serve as an associate editor of the proceedings of the Association.
c. The executive committee assume responsibility for arranging the regular meetings held in its division, including, in so far as feasible, the raising of such funds as are needed for defraying the expenses of the meeting; and
d. The duties of divisional officers specified under articles VI and VII be performed.

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Article VI — THE BOARD OF DIRECTORS

Section 1. The governing body of the Community College Humanities Association shall be a Board of Directors, all of whom are members of the Association. It shall be composed as follows:

The president of each division, during his/her term of office.

Others as nominated by the Board and elected by the membership for terms of not more than three years.

Ex officio, the Executive Director of the Association, elected for a three-year term by the Board of Directors.

The Chairman/woman (hereinafter designated as "Chair") of the Board of Directors elected for a three-year term by the Board of Directors from among the present or past presidents of the divisions. (The terms of the Chair and the Executive Director are to be staggered.)

Section 2. The Board of Directors shall not consist of more than eleven members. A majority of the members of the Board shall be considered a quorum.

Section 3. The Board of Directors shall meet at least once each year.

Section 4. The Executive Director of the Association shall maintain the national office of the Association, keep membership records, serve as treasurer of the Association, serve as editor of the publications of the Association, and carry out such other duties as the Board of Directors may require of him/her.

Section 5. The Chair of the Board of Directors shall be the chief executive officer of the Community College Humanities Association. He/she shall preside at meetings of the Board of Directors, appoint (with the advice and consent of the Board of Directors) members and chairpersons of the committees of the Association, and perform such other duties as specified by the Board of Directors.

Section 6. The Board of Directors shall have the power to appropriate funds from the treasury, to review the actions of the committees, the divisional officers, and the Executive Director of the Association, and to exercise all powers not herein assigned to other parties.

Section 7. The Board of Directors may appoint an executive committee to handle such matters that do not require the attention of the full Board.

Article VII — COMMITTEES OF THE ASSOCIATION

Section 1. There shall be three standing committees of the Association, as follows:

The Committee on Publications;

The Committee on Research and Development;

The Committee on the Status and Future of Humanities Education in Community Colleges.

Section 2. Detailing the charges to the standing committees shall be the duty of the Board of Directors.

Section 3. Members of the standing committees shall be appointed from among the members of the Association for three-year terms.

Section 4. The Board of Directors may authorize the appointment of special committees as deemed necessary.

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Article VIII — BYLAWS OF THE DIVISIONS

Section 1. Each division shall have an executive committee that must include, but is not limited to, the president and secretary of the division and the chairpersons of the standing committees specified in Section 3.

Section 2. The executive committee of each division shall meet at least once a year.

Section 3. The standing committees of each division shall include
The Program Committee for the Annual Meeting;
The Local Arrangements Committee for the Annual Meeting;
The Committee on Membership.

Section 4. The president of the division shall appoint, with the advice and consent of the executive committee, members and chairpersons of all committees.

Section 5. A division may adopt such other divisional bylaws as it sees fit, including bylaws for amending and adding bylaws, the changes to be effective unless, within a twelve-month period, the Board of Directors of the Association determines that they are not consonant with the purpose of the Community College Humanities Association or are not consonant with the constitution of the Association.

Section 6. The current edition of *Robert's Rules of Order* governs the divisions (and the Association) in all parliamentary situations.

Article IX — AMENDMENTS

Section 1. This constitution may be amended by two-thirds majority vote of the total votes cast at the regular business meetings of the five divisions, provided that the meetings occur within a given twelve-month period.

Section 2. Amendments to this constitution may be proposed only by a divisional business meeting, a divisional executive committee, the Board of Directors of the Association, or members presenting a petition carrying the signatures of at least thirty members of the Association to a divisional business meeting, a divisional executive committee, or the Board of Directors.

Section 3. Any proposal for amendment of this constitution must be announced to the members of the Association at least one month in advance of the first divisional business meeting at which a vote is to be taken.

Article X — RATIFICATION

Section 1. This constitution is to be ratified by a vote at the first regular meeting of each division. The constitution must be passed by a majority of those voting in each of three of the five divisions, and by a cumulative majority of the total votes cast in all five divisions.

Section 2. Only those association members present at the divisional meetings may vote on the ratification of this constitution.

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Duties of Standing Committees

The Committee on Research and Development

This committee will work to promote the aims of the Community College Humanities Association by soliciting and disseminating ideas on the humanities and ways the teaching of the humanities can be advanced in community colleges. In particular, the committee shall do the following:

1. Determine the problems and concerns of faculty as these pertain to teaching, curriculum development, scholarship in the humanities, and collaboration with other educational institutions;

2. Consider ways for the identification and development of materials of instruction for the teaching of the humanities in community colleges;

3. Make such recommendations as it deems proper to the Board of Directors concerning programs the Association may appropriately take to strengthen the humanities in community colleges, especially as this relates to teaching;

4. Assist the Board in identifying humanities faculty in two- and four-year colleges who have done distinguished work in curriculum development and in teaching;

5. Respond to requests made to the Association for information germane to the teaching of the humanities in community colleges; and

6. Keep itself informed about the work of the other standing committees of the Association.

The Committee on the Status and Future of Humanities Education in Community Colleges

It shall be the responsibility of this committee to keep itself and the officers and members of the Community College Humanities Association informed about, and to make recommendations concerning, trends in the undergraduate study of the humanities, particularly in community colleges. It shall do so by conducting statistical surveys—at appropriate intervals, by reporting on research, and by staying abreast of changes in undergraduate education in two-and four-year colleges as these changes are reported in publications, by professional associations, and by various agencies. The committee shall also keep itself, the officers, and the members of the Association informed about the existing employment conditions of humanities teachers in community colleges, and about employment prospects in community colleges for those trained in the humanistic disciplines.

The Publications Committee

It shall be the responsibility of this committee to develop and recommend policies to the Board of Directors regarding the publications of the Association. In addition, it shall assist the editor(s) of Association publications in determining issues to be addressed, in securing writers, and in other areas pertinent to the publications. The committee members shall also serve as editorial advisers.

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Standing Committees of the Association

1985-1986

Committee on Research and Development

Myrna Goldenberg, Chair
Montgomery College (MD)

Barbara Bilson
Santa Monica College (CA)

M. Thomas Cooper
Monroe Comm. College (NY)

Kathy Earley
Middlesex County College (NJ)

Rhonda Kekhe
Kirkwood Community College (IA)

Bruce D. Suttle
Parkland College (IL)

Committee on the Status and Future of Humanities Education in Community Colleges

Thomas Boghosian, Chair
Atlantic Community College (NJ)

Janice Allen
Seminole Community College (FL)

Margaret Boegman
Cypress College (CA)

Donald Porter
College of San Mateo (CA)

Linda Spoerl
Highline College (WA)

Jimmie C. Styles
Tarrant County Junior College (TX)

Susan Waugh
St. Louis Community College (MO)

Committee on Publications

Frances P. Osborn, Chair
Monroe Community College (NY)

Billy Dowdy
McLennan Community College (TX)

Richard C. Ford
Muskegon Community College (MI)

Judith Jeffrey Howard
Arlington (VA)

Janice K. Kido
University of Hawaii at Hilo (HI)

John N. Terrey
State Board of Community College Education (WA)

Alice Villadsen
Calhoun State Community College (AL)

Arnold Wilson
University of Cincinatti (OH)

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Walters State Community College
Chair

Anne D. Rassweiler
University of Pennsylvania
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Community College of Philadelphia

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Claremont-McKenna College

Gerald Riedling
Jefferson Community College
President, Southern Division

Donald D. Schmeltekopf
Mars Hill College
Chair, 1979-86

Evelyn Shields
Delta College
President, Central Division

Martin Spear
Community College of Philadelphia
President, Eastern Division

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